



P.S. 6 CORPORAL ALLAN F. KIVLEHAN SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 6 CORPORAL ALLAN F. KIVLEHAN SCHOOL
ADDRESS: 555 PAGE AVENUE
TELEPHONE: 718-356-4789
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 353100010006 **SCHOOL NAME:** P.S. 6 Corporal Allan F. Kivlehan School

SCHOOL ADDRESS: 555 PAGE AVENUE, STATEN ISLAND, NY, 10307

SCHOOL TELEPHONE: 718-356-4789 **FAX:** 718-356-8491

SCHOOL CONTACT PERSON: Cynthia DiFolco **EMAIL ADDRESS:** cdifolc@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jennifer Cartolano, Kathleen Lynch

PRINCIPAL: Cynthia DiFolco, Interim Acting

UFT CHAPTER LEADER: Robin Brawer, Designee

PARENTS' ASSOCIATION PRESIDENT: Tara Joyce

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** 604

NETWORK LEADER: GREGORY JAENICKE/Jose V. De La Cruz

SUPERINTENDENT: Erminia Claudio

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Cynthia DiFolco	Interim Acting Principal	Electronic Signature Approved.
Lucia Taylor	CSA - Council of School Admin	Electronic Signature Approved.
Robin Brawer	UFT Chapter Leader	Electronic Signature Approved.
Diane Goldstein	UFT Member	Electronic Signature Approved.
Camille Vitale	UFT Member	Electronic Signature Approved.
Linda Franzone	UFT Member	Electronic Signature Approved.
Tara Joyce	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Kathleen Lynch	Parent	Electronic Signature Approved.
Jennifer Cartolano	Parent	Electronic Signature Approved.
Melissa Massanova	Parent	Electronic Signature Approved.
Lucille Perfetto	Parent	Electronic Signature Approved.
Victoria Heidel	Parent	Electronic Signature Approved.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Public School 6, The Allan F. Kivlehan School, is located on Page Avenue, on the boundary of Richmond Valley and Tottenville neighborhoods on the South Shore of Staten Island.

PS 6 opened its doors in the year 2000; a response to the growing middle class community. In addition to the charming facility and state of the art classrooms, the school has a computer lab, 2 classrooms that serve as a science lab, a large gymnasium, a 584 seat auditorium, an art room and a Library that will be updated this school year through councilmatic monies. All classrooms have Smartboards and Grades 3-5 classrooms have 5 laptops setups including a storage vault and a wireless printer. The entire school is wireless and all teachers have a laptop computer and access to web. The school also has a wonderful playground area that has basketball courts and an early childhood play area. Adjacent to the school is Aesop's Park, which is jointly operated by the Department of Education and the Parks Department. It is maintained by the Parks Department and is off limits to the public during school hours.

The student population of 851 is heterogeneously grouped within each grade and supported by a pedagogical staff teachers. Of the 851 students, 52.93% are boys and 47.06% are females. Of the 57 teachers, 100 percent are certified and licensed. Public School 6 has one full-time SETSS teacher, and an I.E.P. teacher who serves part-time as a SETSS and an at-risk service provider, one Reading Recovery teacher, and one Academic Intervention teacher. There are two data specialist, one works collaboratively with the teachers of grades K-2 and the other works collaboratively with the teachers fo Grade 3-5. The data specialists also work closely with the principal and the assistant principal. The data specialists serve as resources for the staff by helping teachers to continually develop their professional skills and interpreting data to assist in setting individual student goals. Additional literacy professional development is provided by Teachers College staff developers K-2 and 3-5. Content area (i.e. Science, Social Studies, and Technology) professional development, as well as PD addressing the Common Core Standards is provided by Children's First Network 604 content specialists.

The number of classes in each grade are as follows Pre-K, 1 a.m., and 1 p.m., 1 Kindergarten Collaborative Team Teaching (CTT) Class, 4 Kindergartens, a first grade CTT, 4 first grades, a second grade CTT, 4 second grades, a third grade CTT, 4 third grades, a fourth grade CTT, 3 fourth grades, a fifth grade CTT, 5 fifth grades, and 3 special education classes, one 12:1 and two 12:1:1 classes. The average class size is 27 to 33 students. The extremely successful CTT program services up to 40% of students with Individual Education Plans and up to 60% general education students.

Students have the opportunity to engage in authentic conversations with their teachers and classmates and to reflect on their work and that of their classmates.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 6 Corporal Allan F. Kivlehan School								
District:		31	DBN #:		31R006	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		31	36	36			94.5	95	TBD	
Kindergarten		129	124	139						
Grade 1		132	126	122	Student Stability - % of Enrollment:					
Grade 2		153	136	132	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		155	161	122			97.6	98.32	TBD	
Grade 4		137	158	159						
Grade 5		158	138	157	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			15.6	16.9	29.4	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			0	2	TBD	
Grade 12		0	0	0						
Ungraded		0	0	0	Recent Immigrants - Total Number:					
Total		895	879	867	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							1	5	0	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		29	36	32	Principal Suspensions		20	16	TBD	
# in Collaborative Team Teaching (CTT) Classes		63	62	61	Superintendent Suspensions		0	4	TBD	
Number all others		77	86	96						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
				<i>(As of October 31)</i>		2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants		0	0	0		
<i>(BESIS Survey)</i>				Early College HS Participants		0	0	0		
<i>(As of October 31)</i>		2007-08	2008-09	2009-10						

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	33	35	30	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	7	Number of Teachers	63	63	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	13	TBD
				Number of Educational Paraprofessionals	9	10	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	95.2	95.2	TBD
				% more than 2 years teaching in this school	85.7	90.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	61.9	66.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	95	98	TBD
American Indian or Alaska Native	0.6	0.6	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.7	100	TBD
Black or African American	1	0.6	0.7				
Hispanic or Latino	9.6	10.9	9.7				
Asian or Native Hawaiian/Other Pacific Isl.	2.7	2.2	2				
White	86.2	85.8	87				
Multi-racial							
Male	51.8	52.8	53.6				
Female	48.2	47.2	46.4				
2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input checked="" type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	√	√					
Multiracial							
Students with Disabilities	√	√					
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	71.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	12.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	46.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Performance Trends:

School Environment - On the School Survey 2009-2010 Report we improved from last year in Engagement, stayed the same in Communications and decreased in Academic Expectations and Safety and Respect. We have target Safety and Respect because this is an area for improvement for parents and teachers. Our response rate for parents decreased from 2008 to 2010 by 1%, and our response rate for teachers increased from 2008 to 2010 by 11%. Our attendance improved from 94.5% to 95.0%.

Student Performance - According to the TCRWP Assessment Pro from June 2009 to June 2010, the average reading

levels have increased: Male students increased from 2.6 to 2.8, female students increased from 2.8 to 3.1, IEP

students increased from 2.1 to 2.4 and ELL students increased from 1.7 to 2.2.

According to the ELA Predictives from 2009 to 2010: In 3rd grade we increased Levels 3 and 4 by 16%, in 4th grade

we increased Levels 3 and 4 by 19% and in 5th grade we increased Levels 3 and 4 by 9%.

According to the Math Predictives from 2009 to 2010: In 3rd grade we had no gains, in 4th grade we increased

levels 3 and 4 by 5% and in 5th grade we increased Levels 3 and 4 by 7%.

According to the ELA and Math 2010 State Test we decreased in our Levels 3 and 4. ELA decreased from 82% to

62% and Math went from 96% to 79%. This is due to the new metrics and raising the bar by the State. Our average

scale scores remained unaffected.

Student Progress - According to the ELA Predictives from 2009 to 2010 cohort of students: 3rd grade to 4th grade

students' scale scores have increased from 444 to 516, Levels 1 and 2 have decreased by 18%, and Levels 3 and 4

have increased by 18%. Our 4th grade to 5th grade students' scale scores have increased from 480 to 498, Levels

1 and 2 have decreased by 13%, and Levels 3 and 4 have increased by 13%.

According to the Math Predictives from 2009 to 2010 cohort of students: 3rd grade to 4th grade students' scale scores have increased from 464 to 493, Levels 1 and 2 have decreased by 2%, and Levels 3 and 4 have increased by 2%. Our 4th grade to 5th grade students' scale scores have increased from 491 to 497, Levels 1 and 2 have decreased by 7%, and Levels 3 and 4 have increased by 7%.

Curriculum

- Based on data from State Tests (ELA, Math, Science and Social Studies), TCRWP Assessment Pro, ARIS and Acuity, administration and faculty continue to align curricula to State Standards horizontally and vertically. Decisions are made emphasizing targeted standards based on individual student needs.
- Teachers continue to plan strategies that are differentiated to ensure multiple entry points for individual students.
- 20% of 2010-2011 will be around aligning state standards and the new common core standards.
- Developed challenging and engaging curricula for all students with support from Teachers College Staff Developers.
- Collaborative inquiry work in K-5 influenced curriculum, teaching and learning.
- Professional Development around curriculum was aligned to school goals.

Greatest Accomplishments over the Last Couple of Years:

- We continue to meet New York State AYP in all subject areas.
 - Through Title III funding we created an After School Enrichment Academy for our ELL students and their parents.
 - We continue to maintain highly efficient CTT classes.
 - Customized school reports for grades K-5 aligned to state standards.
 - Sustained a band program for grades 4 and 5 students.
 - Parent involvement in school and in extra-curricula activities has steadily increased with the presence of class mothers/fathers in activities such as Parents as Partners in Math.
 - Doubled our enrichment activities and the percentage of student and teacher participation during the school day and after school.
 - Successfully maintained a self-sustaining Latchkey program.
 - 100% of classrooms are equipped with Smartboard stepups.
 - Grades 3-5 classrooms have 5 student computers with vault and wireless printers.
 - Sustained two AIS teachers for four years to service first and second grade at risk students.
 - Sustained a self-sustaining student operated GO store for the past four years.
 - Built capacity through developing teacher leadership through inquiry work and grade leader activities.
 - Second grade teachers attending professional development given by Carnegie Hall has afforded students the opportunity to be involved in the Carnegie Hall Musical Explorers Program.
 - Grade 5 students and teachers facilitated a communitywide successful Blood Drive.
 - School Beautification Project created a garden and an artist painted the American Flag on our school.
 - Teacher use and creation of electronic report cards.
 - School of Excellence Award from Penny Harvest for 3 years.
 - March of Dimes 10 year committment raised \$4,100.00 last year.
 - Staten Island Foundation Grant \$20,000 - 3rd year
 - Councilmatic Grant Monies for Technology - \$35,000
 - 90% in compliance in 2009-2010 report.
- MET Project School

Most Significant Aids:

- Highly supportive parent community and active PTA which runs Talent Shows, Plays, and end of the year events.
- Highly qualified teaching staff (100% certified).
- Willingness of teachers to participate in staff development, small learning communities and share best practice.
- Willingness of teachers to sustain afterschool enrichment programs and facilitate Family Literacy and Math Nights.
- A cohesive School Leadership Team.
- The PS 6 facility is climate controlled, bright, cheery and conducive to learning.
- School P.T.A. paid for an F Status choral teacher.
- SBO vote approved to use Thursday as Collaborative Team Inquiry work.

Most Significant Barriers:

- Due to the current budget cuts there is a lack of funding to:
 - hire a most needed AIS teacher for the upper grade
 - lack of early child class reduction which has lead to 30 or more students in each class.
 - purchase necessary supplies to sustain the everyday functions of the school
 - hire an additional assistant principal
 - Lack of preparation time to adequately provide staff development in all areas

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> During the 2010-2011 school year, 90% of the teachers were involved in inquiry work. By June 2011, 100% of the teachers will be involved in inquiry work and 20% of that work will be around the Common Core Standards.	<input type="checkbox"/> To sustain and expand the inquiry work to develop the capacity to build school-based in-depth expertise to analyze achievement data, student work, and inquiry into the strengths and weaknesses of targeted groups of students and investigate how the school can effectively improve academic performance.
<input type="checkbox"/> 100% of teachers will engage in professional development around differentiated instruction that addresses the needs of groups of students; including the lowest and highest achievers, special education (IEP) students and ESL students by June 2011. 90% of teachers will demonstrate differentiated instructional strategies in lesson plans, observed lessons, and walkthroughs by June 2011.	<input type="checkbox"/> To improve how teachers will analyze data to set measurable goals to accelerate student learning through differentiated individual and small group instruction across content areas.
<input type="checkbox"/> In 2009-2010 we decreased the number of students performing at Levels 3 and 4 on the NYS ELA exam by 20%, from 82% to 62%. In 2010-2011 we will increase the number of students performing at Levels 3 and 4 on the NYS ELA Exam by 5%, from 62% to 67%.	<input type="checkbox"/> To improve student performance in literacy by increasing the number of students in Levels 3 and 4 as indicated on the NYS ELA Exam.
<input type="checkbox"/> In 2009-2010 we decreased the number of students performing at Levels 3 and 4 on the NYS Math Exam by 17%, from 96% to 79%. In 2010-2011 we will increase the number of students performing at Levels 3 and 4 on the NYS Math Exam by 5%, from 79% to 84%.	<input type="checkbox"/> To improve student performance in math by increasing the number of students in Levels 3 and 4 as indicated on the NYS Math Exam.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> During the 2010-2011 school year, 90% of the teachers were involved in inquiry work. By June 2011, 100% of the teachers will be involved in inquiry work and 20% of that work will be around the Common Core Standards.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Teachers will attend grade level meetings to analyze data, trends and develop long and short term goals for learning targets. • Teachers will formulate and monitor action plans for targeted groups of students. • Teachers will replicate successful strategies used with the 2009-2010 targeted population of students with other identified groups of students throughout grades K - 5. • Principal will provide professional development for teachers to be able to use Assessment Tools, TCRWP Assessment Pro to plan and differentiate small group instruction and assess trends vertically and horizontally. • Teachers will group targeted students by learning targets. • Teachers will hold Collaborative Teacher Team meetings five times monthly to assess and monitor overall progress of school-wide inquiry work. • Teachers will use extended day program strategically to support and address learning targets for at-risk targeted students. • Principal will allocate adequate funding for the School's Inquiry Team to provide sufficient time to discuss and accomplish goals. • Data Specialists and other staff members will provide technical assistance for teachers to reach a comfort level in using technology to support these targeted students. • Teachers will receive professional development around the Common Core Standards from Network Support and Teachers' College.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> The actions, strategies and activities will be supported by the use of Tax Levy Fair Student Funding, Title III and Contract for Excellence funding.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • Teacher's utilization of CFI Assessment Tools to assess students and differentiate instruction using a variety of instructional resources to meet the needs of students. • Teachers assign <i>Instruction Resources and Item Bank Assessments</i> to target weaknesses. • Attention given to academic trends within grades and across grades. • Development of action plans. • Agendas, minutes and attendance sheets at Collaborative Teacher Team and Inquiry Team Meetings. • Professional development schedules for teachers on the use of data to meet goals. • Informal and formal observations of the use of data in instructional practice. • Lesson plans and units of study that reflect differentiation across grade levels. • Vertical and horizontal sharing of results of work with targeted students.

Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i>	<input type="checkbox"/> 100% of teachers will engage in professional development around differentiated instruction
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<p><i>Time-bound.</i></p>	<p>that addresses the needs of groups of students; including the lowest and highest achievers, special education (IEP) students and ESL students by June 2011.</p> <p>90% of teachers will demonstrate differentiated instructional strategies in lesson plans, observed lessons, and walkthroughs by June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Use grant money awarded from the Staten Island Foundation to sustain Teachers College staff development and provide differentiated professional development through attendance at Teachers College calendar days. • Teachers will receive ongoing professional development on current assessment tools to analyze a wide-range of data and setting goals for individual students for needs-based grouping facilitated by data specialists. • Teachers engage in an open exchange of information with students and families regarding students's learning needs and outcomes including assessment results. • Teachers will set interim goals/benchmarks that are checked periodically to target effective differentiated instruction. • Teachers develop goals for the classroom which align with students' personal goals. • Planning for different learning styles using research based strategies to address needs. • Differentiation of content, process and product. • Meaningful feedback to students during conferencing to facilitate self-assessment and help develop a plan to achieve their goals. • Using teacher-made spreadsheets to analyze data and form groups. • Use of CFI Assessment Tools, TCRWP Assessment Pro, Everyday Math RSA and Unit Progress Check using Assessment Management to analyze data, set goals for individual students to differentiate individual and small group instruction. • Teachers will use classroom observations of teaching and analysis of student outcomes to implement an explicit, differentiated strategy to improve their instruction. • Using CFI Assessment Tools, TCRWP Assessment Pro, NYSTART, class, grade and individual reports, teachers will assess student needs, provide feedback to students and parents on targeted goals, plan next steps, and differentiate instruction. • Using Smartboard Senteos, teachers will prepare graphic organizers to help store, analyze and compare data across assessments throughout the school year. • Administrators and Inquiry Team Members will aid teachers in creating goals and action plans.

	<ul style="list-style-type: none"> • Administrators and Collaborative Teacher Team members will aid teachers in creating goals and action plans.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> The actions, strategies and activities will be supported by the use of Tax Levy Fair Students Funding, Staten Island Foundation Literacy Grant, Title III and Contract for Excellence funding.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • 90% of teachers will demonstrate differentiated instruction strategies in lesson plans, observed lessons, and walkthroughs. • Agenda and attendance records for professional development sessions. • Informal and formal observations. • Teachers using data to differentiate lessons and small group work. • Needs- based groupings and conference notes. • Student engagement. • Scaffold instruction. • Use of CFI Assessment Tools, NYSTART, and TCRWP Assessment Pro. • Environment will reflect curricular and achievement goals. • Research based strategies to address needs- based groupings. • Lessons differentiated by content, process and product. • Classroom SMART goals and action plans. • Periodically goals are evaluated, reviewed, and revised. • Align curricula to State Standards and Common Core Standards and make decisions that emphasize key standards given the needs of students across grades and subject content. • Align new Common Core Standards with curriculum.

Subject Area
(where relevant) :

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> In 2009-2010 we decreased the number of students performing at Levels 3 and 4 on the NYS ELA exam by 20%, from 82% to 62%. In 2010-2011 we will increase the number of students performing at Levels 3 and 4 on the NYS ELA Exam by 5%, from 62% to 67%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Teachers will use collaborative and data informed processes to set measurable, actionable and differentiated learning goals for individual students and groupings of students and develop differentiated plans and time frames for reaching these goals. • Using CFI Assessment Tools, Teachers College Running Records, TCRWP Assessment Pro and ARIS; teachers will assess students' needs, provide feedback to students and parents, plan next steps and differentiate instruction. • K-5 teachers will receive ongoing professional development in the implementation and management of the online CFI Assessment Tools and TCRWP Assessment Pro. • Using Excel Spreadsheets, Smartboards and individual laptops during grade level meetings, teachers will store, organize, monitor, analyze and compare data across assessments through 2010-2011. • Using data, TC Staff Developers and Network Content Specialist will design and provide ongoing Professional Staff Development. • Ongoing grade meetings to review data and trends for grades 3-5 students that are targeted in ELA. • Replicate successful strategies used with the targeted population of students with other groups of students. • During ELA Test Prep group students by reading levels, standard and skill. • Effective use of Balanced Literacy component work (Read Aloud, Shared Reading, Guided Reading) to support the needs identified by data analysis in comprehension as well as sources of information (Meaning, Structure and Visual) cueing systems. • Professional Development by TC Staff Developers, CFN Network Content Specialist and Data Specialists around Common Core Standards. • Align 20% of Common Core Standards to curriculum.

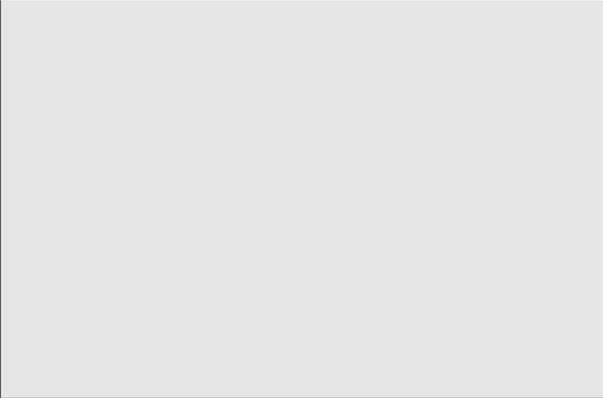
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>The actions, strategies and activities will be supported by the use of Tax Levy Fair Student Funding, Staten Island Foundation Literacy Grant, Title III and Contract for Excellence funding.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Informal and Formal Observations • TC's Reading Assessments will be used four times a year to track students' reading levels. Every benchmark will affect the direction in the ELA, science, and social studies classroom. This information will be shared at meetings and evidenced in teacher observations and tracked student reading levels. • Teachers using data to differentiate lessons and small group work. • Gains in performance levels for grades 3-5 on periodic assessments given during the 2010-2011 school year. • Decrease in levels 1 and 2 and increase in levels 3 and 4 on the 2011 NYS ELA Exam. • Use of CFI Assessment Tools. • Increase in mastery of Words Their Way Spelling Inventory. • Teacher Developed Classroom Assessments • Alignment of key concepts vertically and horizontally. • Customized ITA's addressing weaknesses. • Aligning Common Core Standards - 20% • Teachers setting clear focused goals that are in alignment with the school's Progress Report, Comprehensive Educational Plan annd Principal's Performance Review goals.

Subject Area
 (where relevant) :

Math

<p>Annual Goal <i>Goals should be SMART – Specific,</i></p>	<p><input type="checkbox"/>In 2009-2010 we decreased the number of students performing at Levels 3 and 4 on the NYS Math Exam by 17%, from 96% to 79%. In 2010-2011 we will increase the number of</p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>students performing at Levels 3 and 4 on the NYS Math Exam by 5%, from 79% to 84%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Teachers will use collaborative and data informed processes to set measurable, actionable, and differentiated learning goals for individual students and groupings of students and develop differentiated plans and time frames for reaching these goals. • Using CFI Assessment Tools, Assessment Management will assess students' needs, provide feedback to students and parents, plan next steps and differentiate instruction. • K-5 teachers will receive ongoing professional development in the implementation and management of the online CFI Assessment Tools and Assessment Management. • Using Excel Spreadsheets, Smartboards and individual laptops during grade level meetings, teachers will store, organize, monitor, analyze and compare data across assessments through 2010-2011. • Using data to provide ongoing professional development from Lead Teacher (Math in the City trained) and Network Content Specialist. • Ongoing grade meetings to review data and trends for grade 3-5 students that are targeted in math. • During Math Test Prep, group students by math levels, standard and skill. • Effective use of Everyday Mathematics Program (all components) incorporating pre and post-tests, alignment of state questions, Test Prep Coach Books and Exemplars throughout units of study. • Alignment of Common Core Standards - 20%
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> The actions, strategies and activities will be supported by the use of Tax Levy Fair Student Funding, Title III and Contract for Excellence funding.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • K-5 focus on statistics content strand implementing a graph a month routine. • Informal and Formal Observations • Use of Assessment Management System throughout units of study. • Teachers using data to differentiate lessons and small group work.

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- Gains in performance levels for grades 3-5 on periodic assessments given during the 2010-2011 school year.
 - Decrease in Levels 1 and 2 and increase in Levels 3 and 4 on 2011 NYS Math Exam.
 - Use of CFI Assessment Tools
 - Alignment of key concepts vertically and horizontally.
 - Customized ITA's addressing weaknesses.
 - Aligning Common Core Standards - 20%
 - Teachers setting clear, focused goals that are in alignment with the school's Progress Report, Comprehensive Educational Plan and Principal's Performance Review goals.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A			9	
1	29	20	N/A	N/A			1	
2	34	7	N/A	N/A			7	
3	32	13	N/A	N/A			5	
4	13	14	7	13			10	
5	35	14	5	35			6	
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Students in need of academic intervention are identified using ongoing formal and informal assessments: Teachers College Running Records, Foundations, Words Their Way Spelling Inventory, E-Pal, ECLAS, interim and predictive assessments and the New York State ELA Exam. As a result of these assessments, small group instruction is formed and individual needs are addressed in class through differentiated, flexible groupings during Reading and Writing Workshop. The following daily pull-out and push-in programs address the AIS needs of grades K-5 students: Reading Recovery/Leveled Literacy Intervention teacher for grade 1 students, an AIS teacher in grade 2, IEP teacher for grade 3 students and a SETSS teacher for grades 4 and 5. Through the addition of the 37-1/2 minutes extended day, all students grades 1-5 that are identified as at risk are mandated to attend a program for both ELA and math. During extended day the grade (2) AIS teacher uses Orton Gillingham with our emergent readers and writers, the SETSS teachers uses the Wilson Reading Program and grades Kindergarten and first grade teachers use Foundations.
Mathematics:	<input type="checkbox"/> All students are identified using informal and formal assessments. As a result of these assessments, math groups are formed and individual needs are addressed in these groups during math workshop, during the school day. These groups are flexible, and generated by the individual needs of the students. The needs of students in grades 1 and 2 are addressed – 37-1/2 minute blocks four times per week. During the school day students may work individually or in small groups and during math block with the support of their teacher or other available AIS personnel. Everyday Mathematics Options 3, and Everyday Mathematics Game Activities – re-teach are used. All students are identified using standardized math assessments, NYSED Math Exam for grades 3-5, Interim Math Assessments for grades 3-5, as well as ongoing, periodic and product assessments. During the school day students may work individually or in small groups and during math block with the support of their teacher or other available IEP teacher for third grade two twice a week or SETSS teacher 2 periods a week. The needs of students in each class 3-5 are addressed during a 37-1/ minute blocks four times per week. Everyday Mathematics – Option 3, Interim Assessment, Exemplars and Everyday Mathematics

	Game Activities are used as a resource.
Science:	<input type="checkbox"/> Through non fiction read aloud, shared reading, leveled non fiction libraries, Tier III word walls and picture cues, science cluster teachers along with the classroom teachers expose students to rich academic language. The students that scored level 1 and 2 on the NYS Science Exam are also receiving support in ELA through differentiated small group instruction.
Social Studies:	<input type="checkbox"/> Through non fiction read aloud, shared reading, leveled non fiction libraries, Tier III word walls and picture cues, social studies cluster teachers along with the classroom teachers expose students to rich academic language. The students are also receiving support in ELA through differentiated small group instruction.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Small group and individual counseling to address school related issues as needed. Crisis service provided as needed during the school day.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Behavior charts set up with classroom teacher for children having behavioral and academic difficulty. (I.e. poor listening, memory, social skill deficits, etc). Functional behavioral assessments performed after various observations of child, questionnaires given to teacher to assist in this assessment and contact with parents.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Individual and or group counseling to improve school functioning socially, emotionally and academically. Some interventions include social skills training, problem solving techniques, character building, anger management skills, coping strategies and self-esteem exercises.
At-risk Health-related Services:	<input type="checkbox"/> Students are provided health services from a DOE Nurse during the school day, as the need arises and/or as indicated on IEP's or 504s.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 34

Non-LEP N/A

Number of Teachers 2 ESL Teachers

Other Staff (Specify) 1 common branch teacher

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□□

For 28 weeks, two days a week for three hours, ESL students will engage in rich academic language activities in both ELA and Math.

ELA

Using relevant juicy sentences from non-fiction texts, students will actively be engaged in thinking about academic language and constructing meaning. An emphasis will be placed on connecting classroom experiences to students' diverse backgrounds. Our focus will be primarily to increase the listening skills of our students (Mondo materials) and to increase Reading comprehension using *Into English* and *National Geographic*. Our classroom smartboards and computers will enhance instruction.

Mathematics

Academics standards in mathematics require students to apply computational skills in a variety of real-life problem-solving situations, read and solve word problems, communicate their mathematical thinking, and collaborate with their peers to complete a task. The Math After-School Program will include grades 1-5 ELL students, ESL Teacher and common branch teacher (CTT Model). The program will integrate the four language modes (listening, speaking, reading, and writing) into the mathematics content. Through the use of concrete, visual, collaborative and hands-on authentic problem solving activities, academic language unique to math content will be integrated. Students will have the opportunity to work in various instructional groupings (independent work, pair work, small groups, whole class) on multi-sensory lessons (visual, auditory, tactile, kinesthetic). We will begin using *Gizmo* in the ESL classroom as well as continuing to clarify Math using our *Everyday Math* program with lessons specifically formulated for ELLs. This combination will help prepare our ELLs for the State tests next year.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□□□The ESL teacher will have monthly professional development seminars for teachers needing the mandated 7.5 hours of training in ESL. The strategies will enable teachers to align the Common Core standards with the ESL standards in order to support ELLs in regular classrooms.

Topics that will be discussed include:

- The ELL identification process
- Writing strategies to help pass the NYSESLAT
- Effective Strategies in Literacy Instruction for ELLs
- Integrating Grammar in the Writers Workshop

- Building Academic Vocabulary
- Team Teaching in the ESL push-in Program

Section III. Title III Budget

School: **31R006**
 BEDS Code: **353100010006**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	10,800.00	<input type="checkbox"/> <input type="checkbox"/> Teacher per session rate will be paid for 224 hours of teacher time. This figure includes fringe benefits.
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	800.00	<input type="checkbox"/> Mondo's "Let's Talk About it" materials will provide a sequential, structured approach for Oral Language Development as a foundation for early reading and writing for low language, at risk ELLs.
Educational Software (Object Code 199)	2,300.00	<input type="checkbox"/> Gizmo is an online simulation for math and science education correlated to state curriculum standards. Gizmo is ideal for small group work, individual exploration, and whole class instruction using an LCD projector or interactive whiteboard. Its hands-on approach will build concepts concretely and move to abstractions.

Travel	N/A	<input type="checkbox"/> N/A
Other	\$1,080.	<input type="checkbox"/> Salary for teachers receiving professional development (60 hours per session training rate plus fringe).
TOTAL	800	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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



The following data is used to assess and address the individual needs of our ELL community: Home Language Survey, NYSELAT, and Lab R. All data and information is communicated to parents of our ELL students through Parent Orientation, phone calls and Parent-Teacher Conferences in both English and their home language when needed. Our Everyday Mathematics Program provides assessments in English and Spanish.

A parent support network has been established with the help of the ESL teacher to keep our parents involved and informed regarding school policies and activities.

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



Currently, we have an active parent community who, when needed, have consistently provided adequate translation to the parent community. The ESL Teacher and Parent Coordinator provide outreach to the parent community to survey parents who are bilingual and may require additional support. This can be done on an individual basis since we have a small ELL population. Staff members also assist with translation. Spanish parents are often in the lobby asking the Spanish speaking security guard for help in understanding policy. The Spanish speaking guidance counselor is also actively involved with some of the parents.

Part B: Strategies and Activities

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



At registration a survey is given to the parents asking which language they would like to receive communication from the school. The ESL teacher takes this data and notifies the office staff and the classroom teachers.

When needed a note is attached in the students' home language explaining that it is very important for someone to translate the letter for them. Our Everyday Mathematics Program provides assessments and student material in Spanish.

Most times written translations are provided by school staff and parent volunteers.

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

A Spanish translator will be hired as needed from the DOE contracted vendors to interpret for our Spanish speaking parents during parent-teacher meetings. Our Russian speaking parents do not require an oral translator. Currently, we have a guidance counselor that works 3 ½ days a week and a full time safety agent who are able to translate for our Spanish parents. The majority of our ELL parent population does not require an oral translator.

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

We have signs located in the entrance of the building indicating that we have translation services available. All school notices are currently translated to Spanish. DOE documents are downloaded in several languages. If the need arises, a translator is hired through a DOE contracted vendor. Parent/community volunteers interpret for our ELL families.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
N/A
2. Please describe the services you are planning to provide to the STH population. N/A

Part B:

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. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_31R006_103110-105600.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I. School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 604	District 31	School Number 006	School Name Allan F. Kivlehan
Principal Cynthia DiFolco		Assistant Principal Lucia Taylor	
Coach type here		Coach type here	
Teacher/Subject Area Barbara McCauley/ESL		Guidance Counselor Ralph Santiago	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Maryanne Speranza	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	851	Total Number of ELLs	34	ELLs as Share of Total Student Population (%)	4.00%
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Part II. ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

When students come to register at PS6, they are given a Home Language Identification Survey by the school secretary who has been trained in the registration process. Parents are contacted by the ESL teacher for an informal interview if there is an indication that a second language is spoken in the home. The LAB-R is then administered within ten days to determine whether the new student is entitled to ESL services for the coming school year. If a Spanish students doesn't pass the Lab-r , then a Spanish Lab is administered by the ESL teacher. As soon as the NYSESLAT scores become available, the licensed ESL teacher evaluates the scores and determines the grouping of students according to levels of proficiency. These students will remain in ESL for the full year, until they pass the NYSESLAT. This test is administered in the spring each year. The proficient students also continue to receive support for another two years.

A letter is sent home to parents for an orientation meeting within the first ten days of school. Parents are informed about the three choices that are available to them (Transitional Bilingual, Dual language and Freestanding ESL). They also watch a video describing programs provided by the NYC Department of Education for ELLs. The video is shown to parents in English, Spanish and Russian at PS 6. Parents are then asked to complete the Parent Survey and Program Selection form during the orientation meeting. If they are unable to attend the orientation, they are contacted by phone to make arrangements for another meeting with the ESL teacher at a time convenient for both. because we have such a small number of ELLs at PS 6, it is possible to conduct individual parent outreach.

Parent Survey and Program letters are usually filled out at school. Sometimes it is necessary to conduct a phone interview which is done by the ESL teacher. Parents responses are recorded.

Entitlement letters are distributed at the beginning of the school year and are sent home in the child's native language. The ESL teacher, as well as other school personnel, can communicate with the Hispanic parents, so translation is not a problem. The Russian parents choose to communicate with the school in English. An itinerent teacher is available at the end of the school day for Russian translations if needed. Other sub-group languages do not need translation services because the parents are proficient in English.

For the past few years, all of the parents have chosen to keep their children at PS 6 in a Free-Standing ESL program because they do not have the ability to transport their children to bi-lingual and dual language programs that are available in other schools on Staten Island. There are no close, neighborhood schools that offer dual language and bi-lingual programs.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	9	5	7	8	3	2	0	0	0	0	0	0	0	34
Total	9	5	7	8	3	2	0	0	0	0	0	0	0	34

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	4
SIFE		ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0
ESL	29	0	4	5	0	1	0	0	0	34	
Total	29	0	4	5	0	1	0	0	0	34	

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	2	4	6	2	2	0	0	0	0	0	0	0	21
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	2	2	1	1	1	0	0	0	0	0	0	0	0	7
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	1	2	1	0	0	0	0	0	0	0	0	0	4
TOTAL	9	5	7	8	3	2	0	34						

Part IV • ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Our school has a Free-Standing ESL program where instruction is delivered by a fully licensed and certified ESL teacher. Most of the instruction is delivered in a pull-out model since we have small groups of ELLs in 18 different classes. The ESL teacher does push-in to one class on each grade at least once a week. Sometimes it is necessary to pull students from one class to push-in to another in order to meet compliance.

Beginning and intermediate students receive 360 minutes of instruction per week and advanced students receive 180 minutes of instruction as required by CR Part 154. Our beginning and intermediate students receive ESL for seven periods per week. Sometimes it is necessary to mix levels and grades to meet the mandates. The ESL teacher is very experienced in differentiation. Advanced students receive instruction for four periods that are 50 minutes each. Our school has 12 Advanced ELLs and 22 Beginners/Intermediates. Every ELL receives their daily mandated minutes.

In addition to the mandated instruction given by the licensed ESL teacher, additional small group instruction to ELLs is also provided by a Reading Recovery teacher and a few AIS teachers who push-in to the classes during the school day.

Content area instruction is delivered in English using ESL methodologies and instructional strategies. Standards based instruction implements all four language skills (listening, speaking, reading and writing) across the content areas. We provide challenging academic language content and academic rigor to prepare ELLs to think critically, to solve problems and to communicate effectively in English. The ESL instructional program helps ELLs to meet and to even exceed New York State Standards.

The following scaffolding techniques are incorporated into the instructional program: modeling, bridging, schema building, text representation, metacognition, and self-assessment through the use of rubrics.

For all of our ELLs, data is gathered and analyzed through summative assessment, CFI assessments, TCRWP Assessment Pro, NYSESLAT and unit progress checks in math, creating a clear picture of student mastery of key standards. In collaboration with classroom teachers, annual and interim goals and action plans are set. The instructional plans are aligned with the curricula, which, in turn, are aligned with students' goals.

All ELLs are offered 37-1/2 minutes during extended day, as well as an after-school enrichment program which also provides help with homework. Most of our classrooms are equipped with SmartBoards and student laptops. ELLs are afforded instruction with this technology. Teachers' lesson guides in all content areas have a separate component for addressing our ELL population. We also use a Spanish textbook and workbook in our math program for those students that require this type of additional language support. Spanish translations are also available for math assessments. s now have

Students in US schools for less than three years are considered Newcomers. The mandated instructional time is provided for during the school day. The ESL teacher works closely with the classroom teacher to make sure that the student's needs are met. There are Newcomer books and tapes, as well as other instructional materials, available in the ESL teacher's room that can be borrowed for classroom use.

The ELLs that have been receiving service for 4-6 years also get intense remediation in their classrooms by AIS teachers. The ESL teacher has ongoing articulation with the classroom teacher and service support providers. ELLs with special needs have been placed in CTT classes. Two of the ELLs have been assigned paraprofessionals to assist them in their classrooms. One of the paraprofessionals is bilingual.

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

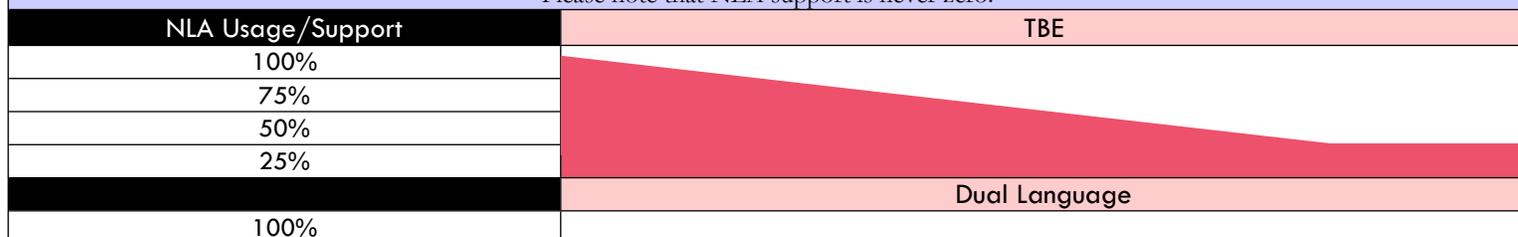
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME			

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Our targeted intervention consists of ongoing articulation and staff development in methodology of ESL by the ESL teacher. Our AIS teachers will continue to work with the classroom teachers focusing on the upper grade ELLs who have been served for more than three years. A teacher trained in Reading Recovery will work with ELLs in the first grade.

Transitional support will be given in the extended day program. Former ELLs will be invited to take part in the after school enrichment program. Our enrichment program will incorporate Math using Gizmo. Extra reading and listening skill strategies through the use of Mondo materials will be implemented. Our Title III funding will also include a thirty minute morning academy for content area support. Parents are always welcome to become active participants in the enrichment programs.

Since the ESL teacher pushes into each grade at least once a week, individualized attention will also be given to former ELLs. In the spring an intensive test prep class will be conducted after school. All former ELLs and ELLs will be encouraged to attend.

On going in house collaboration between Teacher's College and classroom teachers, as well as workshops on ESL strategies for ELLs will be

conducted for classroom teachers by staff at Columbia University Teacher's College.

ELLs are invited to take part in all after school activities. Some attend the latchkey program where help is given in homework. Almost every classroom is equipped with a smartboard. The Smart Board often offers a visual representation to ELLs, which makes learning more engaging due to hands on activities. Each classroom teacher has laptops with wireless internet access to enhance instruction for ELLs. Native language support is delivered in Spanish in the Everyday Math program. The ESL teacher speaks Spanish and is able to offer translation when needed in the pullout program.

Newly enrolled ELLs are invited to attend the summer camp program which offers children the opportunity to build their oral language skills while participating in a language rich summer program. The ESL teacher also puts parents of ELLs who have been serviced, in touch with newcomers to offer additional support.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

ELL personnel at PS 6 attend workshops given by Teacher's College staff developers at PS 6 as well as at Columbia University Teacher's College. Our network also offers training by Theresa Maisano, Instructional Specialist for English Language Learners. This year's professional development will focus on Academic Literacy for ELLs aligned to Common Core State Standards. Five full days have been set aside for this training.

Most teachers have received the mandated 7.5 hours of staff development in ESL. Others will be attending future training to meet the mandates. The ESL teacher has been involved in training at Hunter College (BETAC) on Saturdays during the past year. The information acquired has been shared with administrators and staff.

Students in 5th grade receive support to transition to the middle school. They attend an orientation session at the middle school. Records are forwarded to the new school. The ESL teacher contacts the middle school ESL teacher for further support for incoming ELLs.

E. Parental Involvement

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

Parental Involvement

At each grade level, we have two classroom mothers/parents along with a grade parent coordinator. Once a month, parents are invited to Parents as Partners in Math, and, in the spring, we have Family Math Night. Our PTA is extremely active running holiday fairs, Halloween parades, fifth grade activities, dances, talent shows, workshops on CFI assessments, and ELA and Math workshops.

The school does not partner with other agencies or community based organizations to provide workshops for ELLs. However, the ESL teacher keeps the parents apprised of free ESL classes that are conducted throughout the borough.

Through the results of our environmental survey, as well as PTA and teacher feedback, the needs of our parents are evaluated. We create school-wide activities to address these needs.

Part V. Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	0	1	1	0	0	0	0	0	0	0	0	0	5
Intermediate(I)	0	5	4	5	2	1	0	0	0	0	0	0	0	17
Advanced (A)	6	0	2	2	1	1	0	0	0	0	0	0	0	12
Total	9	5	7	8	3	2	0	0	0	0	0	0	0	34

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	3	0	0	1	0	0	0	0	0	0	0	0	0
	I	0	2	1	0	0	0	0	0	0	0	0	0	0
	A	6	1	5	1	2	2	0	0	0	0	0	0	0
	P	0	2	1	6	1	0	0	0	0	0	0	0	0
READING/ WRITING	B	3	1	1	1	0	0	0	0	0	0	0	0	0
	I	0	4	4	5	1	1	0	0	0	0	0	0	0
	A	6	0	1	2	2	1	0	0	0	0	0	0	0
	P	0	0	1	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	2	2	0	6
4	1	1	1	0	3
5	0	4	1	0	5
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	4	0	2	0	0	0	6
4	1	0	1	0	1	0	0	0	3
5	0	0	2	0	2	0	1	0	5
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	0	0	2	0	0	0	3
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	0	0	0	3	0	0	0	4
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

PS 6 uses running records that are part of the TCRWP assessment for early literacy. E-class is also used as well as E-pal in the second and third grade. The NYSESLAT and the LAB R are analyzed at the beginning of each school year to plan for literacy rich lessons in conjunction with the classroom teacher and the ESL teacher. We also use a spelling inventory in the early grades which incorporates units for word study. The Assessment pro tool has also been uploaded and in some cases we also use an Oral Language Survey.

PS 6 has a very small number of ELLs (4.0%) When looking at the trends and patterns of testing, we have a very small group of students to look at. Overall, the data shows that the students in K-2 tend to score at a lower level of language proficiency. The students are mostly beginners and intermediates in the modalities of speaking, listening, reading and writing.

predicted.

Our students are showing great rates of success in their classrooms. Most students have a native proficiency in listening and speaking skills. They are actively engaged in the mastery of the core curriculum. This year's performance on the ELA and Math state tests has been slightly lower than previous years based on the new metrics. Science and Social Studies test scores have increased.

Our program for ELLs is evaluated through ongoing formative and summative assessments. In our PPR we will increase the number of students performing at levels 3 and 4, in both Math and ELA. We will increase differentiating strategies with each classroom. Our quantitative data shows a slight increase in TCRWP assessments. K-5 ELLs have made gains of 0.5, from 2009-2010.

Additional Information

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

Paste additional information here

Part VI. LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 6 Corporal Allan F. Kivlehan School					
District:	31	DBN:	31R006	School		353100010006

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	36	35		94.5	95.0	94.5
Kindergarten	124	139	122				
Grade 1	126	122	141	Student Stability - % of Enrollment:			
Grade 2	136	132	128	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	161	122	141		97.6	98.3	98.2
Grade 4	158	159	117				
Grade 5	138	157	164	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		15.6	29.4	32.4
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	2	0
Grade 12	0	0	0				
Ungraded	0	0	2	Recent Immigrants - Total Number:			
Total	879	867	850	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	5	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	36	32	30	Principal Suspensions	20	16	12
# in Collaborative Team Teaching (CTT) Classes	62	61	65	Superintendent Suspensions	0	4	2
Number all others	86	96	99				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	63	63	62
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	13	7
# receiving ESL services only	35	30	TBD				
# ELLs with IEPs	0	7	TBD	Number of Educational Paraprofessionals	9	10	18

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	95.2	95.2	100.0
				% more than 2 years teaching in this school	85.7	90.5	93.5
				% more than 5 years teaching anywhere	61.9	66.7	90.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	95.0	98.0	98.4
American Indian or Alaska Native	0.6	0.6	0.5	% core classes taught by "highly qualified" teachers	90.7	100.0	100.0
Black or African American	0.6	0.7	0.6				
Hispanic or Latino	10.9	9.7	9.5				
Asian or Native Hawaiian/Other Pacific	2.2	2.0	2.7				
White	85.8	87.0	86.2				
Male	52.8	53.6	52.9				
Female	47.2	46.4	47.1				

2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	-	-					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v					
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	31.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	2.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	17.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf