



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : CORPORAL ALLAN KIVLEHAN SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R006

PRINCIPAL: CYNTHIA DIFOLCO EMAIL: CDIFOLC@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature |
|--------------------|---|-----------|
| Cynthia DiFolco | *Principal or Designee | |
| Dennis Forde | Assistant Principal | |
| Robin Brawer | UFT Chapter Leader or Designee | |
| Camille Vitale | UFT Member | |
| Linda Franzone | UFT Member | |
| Diane Goldstein | UFT Member | |
| Doreen Mannion | PA/PTA President or Designated Co-President | |
| Jennifer Cartolano | Parent | |
| Melissa Massanova | Parent | |
| Michelle DiPietro | Parent | |
| Jessica Aga | Parent | |
| Victoria Heidel | Parent | |
| | | |

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2012, there will be a 10% increase in male students, in grades 4 and 5 performing at or above a level 3 on the NYS ELA exam. This increase will begin to close the achievement gap between female and male students.

Comprehensive needs assessment

Based on an analysis of the 2011 NYS ELA exam, it was apparent that female students are outperforming male students by 23.5% at or above a level 3. The gap is less apparent in math between female and male students, which has furthered our inquiry into how we can close the achievement gap between males and females in reading.

Nationally the trend is that more female students perform higher on reading standardized tests. Male students perceive reading as not a male activity and therefore are typically performing lower on reading standardized tests. Research states that on average female students perform at least 13% higher on standardized reading exams over male students. Research also suggests that male students require more non-fiction texts and visual literacy techniques to learn and obtain reading skills.

Our goal is to align our curriculum by 2014 based on the Common Core Standards and incorporating at least 50% of non-fiction text into lessons and book choice to close the achievement gap between the genders.

2011 Performance By Gender:

Current Grade 4:

| | Female: | Male: |
|----------|---------|-------|
| Level 4: | 8% | 11% |
| Level 3: | 75% | 49% |
| Level 2: | 15% | 22% |
| Level 1: | 2% | 18% |

Number of females tested: 60

Number of males tested: 79

Current Grade 5:

| | Female: | Male: |
|----------|---------|-------|
| Level 4: | 3% | 0% |
| Level 3: | 72% | 51% |
| Level 2: | 22% | 39% |
| Level 1: | 2% | 10% |

Number of females tested: 58

Number of males tested: 59

Instructional strategies/activities

Activity # 1:

- Administer reading inventories to students in grades 4 and 5 to align classroom and school libraries with book choices, which appeal to male students. Parents and teachers will also be surveyed to understand their perceptions on how male students read and learn. The data collected from the surveys will be used to order reading materials that interest male students. TC Pro will be used to benchmark students 3 times per year to assess progress.
- Target Population: Male students in grades 4 and 5 level 2.
- Responsible Staff Members: Classroom teachers in grades 4 and 5, Supportive Staff, Assistant Principal, Principal, and School Librarian.
- Implementation Timeline: September 2011 through June 2012

Activity # 2:

- Evening parent workshop, "Real men read", to encourage male students to read. At the workshop students will be introduced to current book titles of interest and the importance of reading.
- Target Population: Parents of male students in grades 4 and 5.
- Responsible Staff Members: Parent Coordinator, School Librarian, Assistant Principal and Principal.
- Implementation Timeline: January 2012

Activity # 3:

- Teachers will work together to examine current curriculum maps to align lessons and resources to match the reading inventory results.
- Target Population: Classroom teachers of grades 4 and 5.
- Responsible Staff Members: Classroom teachers of grades 4 and 5, Supportive Staff, Assistant Principal, Principal and Service Providers.
- Implementation Timeline: September 2011 through June 2012

Activity # 4:

- The Pupil Personnel Team will examine closely referrals of male students for reading issues and align interventions to meet their needs using the PRIM book.
- Target Population: Male students in grades 4 and 5.
- Responsible Staff Members: Classroom teachers of grades 4 and 5, Supportive Staff, Assistant Principal, Principal and Service Providers.
- Implementation Timeline: September 2011 through June 2012.

Steps for including teachers in the decision-making process

- Teachers will meet as a team at grade-level meetings and inquiry meetings to review strategies and disaggregate student responses on the New York ELA exam using the item-skill analysis.
- Teachers will work with the School Librarian to order high interest reading materials for male students.
- Teachers will analyze the student and parent surveys to establish next steps in reading for male students.

Strategies to increase parental involvement

- Parents will be invited to attend a series of workshops regarding how male students learn given by the Parent Coordinator and Assistant Principal. The workshops will foster the notion that it is cool to read.
- Parents will be trained on ARIS to monitor and track their child's performance.
- Parents will attend Parent Teacher Conferences in November and March.
- Parent surveys will be administered to gain their perceptions on how their child learns.
- The school newsletter which is published monthly will provide parents will updated information on the progress the school is making towards reaching the goals for the male students in grades 4 and 5.

Strategies for attracting Highly Qualified Teachers (HQT)

- Using selected components of a research-based rubric, six times a year will provide meaningful feedback to teachers on their next steps to maintain HQT status.
- Ongoing Professional Development opportunities will be provided to all staff during the school year. These PD's will be differentiated to provide for the specific needs of staff and students. The PD's may include, but not be limited to CCLS, RTI, UDL, DOK and Lindamood Bell.
- Partnership with St. Johns University to provide professional development to student teachers who are mentored by PS 6 veteran teachers and become possible candidates for employment.
- Peer intervisitation visits to support identified areas of improvement.

Service and program coordination

- Using a balanced literacy approach, all Teacher College Units of Study will be implemented in grades 4 and 5.
- Lindamood Bell Program
- Librarian has a partnership with the New York Public Library to gain access to high interest reading material for male students.
- Reader's Theatre with ELL population.
- Mondo Program "Let's Talk About It" oral language component.

Budget and resources alignment

Tax Levy Fair Student Funding

The Department of Education Race to the Top \$6,000 will be allocated for per session and per diem.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, the SWDs group will demonstrate progress towards achieving state standards as measured by a 10% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.

Comprehensive needs assessment

Based on the 2011-12 State's Accountability Status for ELA we did not make AYP in our subgroup of Students with Disabilities. This is the first year this has happened because of the new criterion from the state with regard to SWDs. According to a three-year trend analysis of the ELA state assessments in 2008-09, 46% (113) of our SWDs were Level 3 or above, in 2009-10, 21% (107) of our SWDs were Level 3 or above and in 2010-11, 23% (100) were Level 3 or above. The decline from 2008-09 to 2009-10 is because there was a renorming of the state test.

Instructional strategies/activities

Activity # 1

- Professional Development: On November 8, 2011 and December 19, 2011 all classrooms teachers, SETSS, IEP teacher and ICT Sp. Ed teacher will be trained on Lindamood Bell's Verbalizing and Visualizing.
- Target Population: Teachers servicing SWDs in the SWDs subgroup.
- Responsible Staff Members: Principal, Assistant Principal, Classroom teachers, SETSS, IEP and ICT Sp. Ed Teacher, and Staff Developer (External)
- Implementation Timeline: December 2011 through June 2012.

Activity # 2

- Literacy Task – One literacy task will be aligned with the CCLS.
- Target Population: All classroom teachers in grades prek-5.
- Responsible Staff Members: Principal, Assistant Principal, Classroom teachers and supportive staff.
- Implementation Timeline: January 2012 through June 2012.

Activity # 3

- Lindamood Bell, Verbalizing and Visualizing will be used for whole group, small group and one on one instruction during the day as well as extended day.
- Target Population: All SWD's who have been identified with processing deficiencies in comprehension.
- Responsible Staff Members: Principal, Assistant Principal, Classroom teachers and supportive staff.
- Implementation Timeline: December 2011 through June 2012.

Steps for including teachers in the decision-making process

- Teacher leaders will meet to devise and implement a plan to align one literacy task with the CCLS with their grade-level teams.
- Teachers will meet in grade-level teams to align the literacy task with the CCLS.
- Teachers will decide who will benefit from Lindamood Bell, Verbalizing and Visualizing based on data from Running Records and teacher made assessments.
- Teachers will decide when they will implement the Lindamood Bell, Verbalizing and Visualizing in extended day, guided reading and/or whole class instruction.
- Data Specialists will research the program and order the initial materials.

Strategies to increase parental involvement

- Parents will be professionally developed in the Common Core in grades prek-5 throughout the year along with PowerPoint presentations available on e-chalk.
- Parents will be trained on Acuity to examine the results of the Predictive and Instructionally Targeted Assessments.
- Parents will partner with teachers to assist in the school-wide website on e-chalk.
- Parents will attend Parent Teacher Conferences in November and March.
- The Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- A school-made Parent Survey will be sent out in September, January and May.
- SLT parent members will attend monthly meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

Teacher Effectiveness:

- Using selected components of a research-based rubric, six times a year will provide meaningful feedback to teachers on their next steps to maintain HQT status.
- Ongoing Professional Development opportunities will be provided to all staff during the school year. These PD's will be differentiated to provide for the specific needs of staff and students. The PD's may include, but not be limited to CCLS, RTI, UDL, DOK and Lindamood Bell.
- Partnership with St. Johns University to professional development to student teachers who are mentored by PS 6 veteran teachers.
- Peer intervisitation visits to support identified areas of improvement.

Service and program coordination

Programs:

- Using a balanced literacy approach, all Teacher College Units of Study will be implemented in grades K-5.
- All level 1s and 2s students are mandated for extended day.
- Lindamood Bell Program – all classroom teachers and supportive staff will be trained.
- Mondo Program – “Let’s Talk About It” – Oral language component.
- Self-Sustaining Test Prep after school program.

- Academic Intervention services from IEP teacher and ICT cluster teacher.

Budget and resources alignment

The following will be used to implement this action plan to target SWD students from September 2011-June 2012 as indicated below:

- A combination of a grant from the Staten Island Foundation in the amount of \$15,000, a \$5,000 PTA donation and a \$1,000 outside donation are allocated for Lindamood Bell, Verbalizing and Visualizing for consultant and materials.
- Tax Levy Fair Student Funding.
- The Department of Education Race to the Top \$6,000 will be allocated for per session and per diem.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, 100% of classroom teachers and students will engage in a literacy and math task embedded in a rigorous curriculum unit aligned to the Common Core Standards.

Comprehensive needs assessment

The Department of Education has set forth expectations for the school year 2011 – 2012. Educators will begin to align the New York State Standards to the National Common Core Curriculum. By 2014 the New York State Standardized tests will be reflective of the Common Core.

Instructional strategies/activities

Activity # 1:

- Develop Units of study aligned with the Common Core – one in Literacy (Informational Text) and one in Math.
- Two to three times a week teacher teams will meet to analyze the selected Common Core standards to identify gaps between what students are doing currently, and what the CCLS asks them to know and be able to do.
- Teacher teams begin to plan for selection/adaptation/design of CCLS aligned curriculum with embedded tasks.
- Teach teams will become familiar with task bundles available on the Common Core Library.
- Common Core aligned rubrics will be developed.
- Student work resulting from CCLS aligned tasks will be examined.
- Target Population: All classroom teachers and all students
- Responsible Staff members: Classroom Teachers
- Implementation Timeline: September 2011 – June 2012

Activity # 2: Professional Development

- Professional Development to unpack the aligned units of study on the Common Core Library.
- Develop rubrics to align with the Common Core.
- Plan for professional learning opportunities to deepen understanding of Universal Design for Learning.

- Incorporate UDL into task and curriculum design to ensure accessibility for all students.
- Target Population: Teaching Staff
- Responsible Staff Members: Principal, Assistant Principal, CFN 604, and Teachers
- Implementation Time Line: September 2011 – June 2012

Steps for including teachers in the decision-making process

- Teacher leaders will meet to devise and implement a plan to align one literacy task and one math task with the CCLS with their grade level teams.
- Teachers will meet in grade level teams to align the literacy and math task with the CCLS.
- Teachers will meet to examine student work resulting from CC-aligned tasks.

Strategies to increase parental involvement

- Parents will be professionally developed in the Common Core in grades Pre K-5 throughout the year along with Power Point presentations available on E-Chalk.
- Monthly newsletters will include the progress of aligning the Common Core with all units of study.
- Parents will be introduced to the Common Core Learning Tasks and will be able to share and examine student work.
- Parents will partner with teachers to assist the school-wide website on e-chalk.
- Parents will attend Parent Teacher Conferences in November and March.
- The Parent Coordinator and other staff members will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.

Strategies for attracting Highly Qualified Teachers (HQT)

- Using selected components of a research-based rubric, six times per year will provide meaningful feedback to teachers on their next steps to maintain HQT.
- Six week cycles of professional development to unpack the common core bundles with assistance from the Principal and Assistant Principal.
- Support from a teacher leader who facilitates and models strategies and techniques from the philosophy of Math in the City.

Service and program coordination

- Using a balanced literacy approach, all Teachers College Units of Study will be implemented in grades K – 5.

- Curriculum Mapping Professional Development around UDL, DOK, Essential Questions and Big Ideas aligned to the CCLS.
- CFN604 liaison support to help with curriculum mapping and common core bundles
- Using ARIS videos to support common core bundles.
- Current units of study integration with common core bundles.

Budget and resources alignment

- Tax Levy Fair Student Funding.
- The Department of Education Race to the Top \$6,000 will be allocated for per session and/or per diem.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

By June 2012, there will be a consistent school wide policy in place to prevent disciplinary problems and develop a positive, collaborative school culture conducive to academic achievement.

20% more of our teachers will report being well supported in addressing student behavior and discipline problems on the 2012 Learning Environment Survey.

Comprehensive needs assessment

Based upon response to the safety and respect portion of the 2011 learning environment survey, teachers responded 52% agree and 44% strongly agree to the question "I can get the help I need at my school to address student behavior and discipline problems." We would like to see a 20% increase in strongly agree by the 2012 learning environment survey.

Instructional strategies/activities

Activity # 1

- All members of the school community- students, staff and parents- will know and understand the standards of behavior- Discipline Code.

Activity # 2

- Revised student of the Month protocols and criteria.
- Professional development on the PRIM Book to provide support to teachers both academically and behaviorally.
- School Assessment Team will provide professional development to provide developmentally appropriate strategies on managing behavior effectively.
- Ongoing work around Webb's Depth of Knowledge.
- Functional behavioral assessments and then a behavioral intervention plan as needed.

- Flexible grouping (needs based and data driven).

Activity # 3

- Freddy the Frog Initiative- set to improve student behaviors in and out of the classroom.
- Creating a Student Counsel to help establish a collaborative community with students and staff, in order to foster a positive learning environment.
- Assemblies, with dress code, geared toward positive behavioral programs.

Activity # 4

- School leaders emphasize and reinforce relevant rules and procedures throughout the school year.

Steps for including teachers in the decision-making process

- The consultation committee will survey teachers to create a sub-committee for student removals.
- Teachers are revising and adapting a student removal form based on the needs of PS 6.
- Recommendations from teachers for student counsel.
- Teacher Moderated student counsel.
- Consistency and continuity throughout the grades with regard to the Discipline Code.

Strategies to increase parental involvement

- Parents will receive information through e-chalk and the school monthly newsletter.
- A strong parent involvement in Parent Teacher Conferences in November and March.
- The Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- Parent participation in school Learning Environment Survey.
- A school-made Parent Survey will be sent out in September, January and May.
- SLT parent members will attend monthly meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

- Using selected components of a research-based rubric, six times per year will provide meaningful feedback to teachers on their next steps to maintain HQT.
- Ongoing Professional Development opportunities will be provided to all staff during the school year. These PD's will be differentiated to provide for the specific needs of staff and students.

Service and program coordination

- Citywide- Respect for All Program
- CFN 604 Professional Development on OORS and Citywide Standards of Intervention and Discipline Matters.
- Guidance Counselor provides strategies and behavioral interventions in classrooms and small groups.
- Implementation of the PRIM book.
- Teacher Leader moderated Student Council group.

Budget and resources alignment

- Tax Levy Fair Student Funding

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

| | 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 | 29 | 22 | N/A | N/A | 0 | 0 | 1 | 0 |
| 2 | 27 | 19 | N/A | N/A | 1 | 0 | 5 | 0 |
| 2 | 29 | 22 | N/A | N/A | 0 | 0 | 7 | 0 |
| 3 | 27 | 24 | N/A | N/A | 1 | 0 | 5 | 0 |
| 4 | 15 | 9 | 10 | 15 | 0 | 0 | 3 | 0 |
| 5 | 17 | 13 | 1 | 17 | 2 | 0 | 1 | 0 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS) | Description |
|--|--|
| ELA | Students in need of academic intervention are identified using ongoing formal and informal assessments: Teachers' College Running Records, Foundations, Words Their Way Spelling Inventories, E-Pal, interim and predictive assessments and the New York State ELA Exams. 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. Through the addition of the 50 minute extended days, all students grades K-5 that are identified as at-risk are mandated to attend a program for both ELA and Math. In ELA, teachers will be using the LindamoodBell Program of Visualizing and Verbalizing. This program will be used at the extended day periods as well as during the school. |
| Mathematics | All students are identified using formal and informal assessments such as: unit assessments, open responses, exemplars, and for grades 3-5, ITAs and the NYSED Math Exam. 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 as well as in the extended day program. During the school day, students work in small groups during the math block with the support of the teacher. The Everyday Mathematics Option 3 (Differentiation Option- readiness and re-teach) along with Exemplars, Open Responses, and Everyday Mathematics Game Activities are used as resources. |
| Science | Through non-fiction reading and writing units of study, leveled non-fiction libraries, Tier III word walls, picture cues and internet investigations, science cluster teachers along with the classroom teachers expose students to rich scientific concepts and language. Students in grade 5 who scored a level 1 or 2 on the NYS Science Exam are also receiving support in ELA through differentiated small group instruction. |
| Social Studies | Through non-fiction reading and writing units of study, leveled non-fiction libraries, Tier III word walls, picture cues and internet investigations, social studies cluster teachers along with the classroom teachers expose students to rich academic language. Students are also receiving support in ELA through differentiated small group instruction. |

| | |
|---|--|
| At-risk Services provided by the Guidance Counselor | 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 | N/A |
| At-risk Services provided by the Social Worker | 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 strategies. |
| At-risk Health-related Services | Students are provided health services from a DOE Nurse during the day, as the need arises or as indicated on 504's. |

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|---|--------------------|------------------------------|--------------------------|
| Cluster Leader/Network Leader Jose Ruiz/ Richard Gallo | District 31 | Borough Staten Island | School Number 006 |
| School Name Corporal Allan F. Kivlehan School | | | |

B. Language Allocation Policy Team Composition [?](#)

| | |
|-------------------------------------|---|
| Principal Cynthia DiFolco | Assistant Principal Dennis Forde, I.A. |
| Coach | Coach |
| ESL Teacher Barbara McCauley | Guidance Counselor |
| Teacher/Subject Area | Parent |
| Teacher/Subject Area | Parent Coordinator Maryanne Speranza |
| Related Service Provider | Other |
| Network Leader | Other |

C. Teacher Qualifications [?](#)

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

| | | | | | |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers | 2 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | 808 | Total Number of ELLs | 29 | ELLs as share of total student population (%) | 3.59% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

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. A trained pedagogue conducts the initial screening and administers the HLIS (usually the ESL teacher). The ESL teacher interviews the student and family, if she is available, or another trained pedagogue conducts the interview with the child. If an interview can't be done at registration then the 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 student doesn't pass the Lab-R, then a Spanish Lab is administered by the ESL teacher since she speaks Spanish also. The LabR is handscored to determine the eligibility and level of the new students. 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. The NYSESLAT is administered in the spring each year. The proficient students also continue to receive support for another two years. The ESL teacher checks admission and discharge reports weekly to ensure that ELL's who started out at another school receive prompt ESL service upon arrival at our school.

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. If a parent chooses the bilingual or dual language program, which is currently not available at PS 6, they are told that we will contact them as soon as this program becomes available. Presently we do not have the numbers to create a bilingual or dual language program.

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 itinerant 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. We tell the parents that if they choose to keep their child here at PS 6 in the freestanding ESL program, we will notify them as soon as we have enough students to create a bilingual or a dual language class if that is what they wish to choose.

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●

This school offers (check all that apply):

| | | | |
|--|------|-----|-------------------------------|
| Transitional bilingual education program | Yes● | No* | If yes, indicate language(s): |
| Dual language program | Yes● | No* | If yes, indicate language(s): |

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs | 29 | Newcomers (ELLs receiving service 0-3 years) | 19 | Special Education | 7 |
| SIFE | 0 | ELLs receiving service 4-6 years | 10 | Long-Term (completed 6 years) | 0 |

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

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| Dual Language | | | | | | | | | | 0 |
| ESL | 19 | 0 | 3 | 10 | 0 | 4 | | | | 29 |
| Total | 19 | 0 | 3 | 10 | 0 | 4 | 0 | 0 | 0 | 29 |

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

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 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 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 | |
| | EL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 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 | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | 3 | 5 | | 3 | 3 | 1 | | | | | | | | 15 |
| Chinese | 1 | | | | | | | | | | | | | 1 |
| Russian | | 3 | 1 | | 1 | 1 | | | | | | | | 6 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 1 | 3 | | 2 | 1 | | | | | | | | | 7 |
| TOTAL | 5 | 11 | 1 | 5 | 5 | 2 | 0 | 29 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

Our school has a Free-Standing ESL program where instruction is delivered by a fully licensed and certified ESL teacher. Much of the instruction is delivered in a pull-out model since we have small groups of ELLs in 13 different classes. The ESL teacher does push-in to one class on each grade at least once a week. In the third grade, the ESL teacher pushes in for three hours each week, as well as working in the same class for extended day.

Our beginning and intermediate students receive ESL for 360 minutes divided into periods of 72 minutes each per week and advanced students receive 180 minutes of instruction divided into three periods that are 60 minutes each, as required by CR Part 154. Sometimes it is necessary to mix levels and grades to meet the mandates. The ESL teacher is very experienced in differentiation. Our school has 11 Advanced ELLs and 18 Beginners/Intermediates. Kindergarten ELLs are seen seven times per week, with one hour of push-in to a K class. The first and second grade ELLs are seen five times per week for seventy-two minutes each day. Every ELL receives his/her daily mandated minutes. The third grade ELLs receive push-in instruction three times a week with both teachers team teaching. The ESL teacher also works closely with the 4th and 5th grade teachers and clusters.

Our former ELLs are benefiting from our push-in ESL model, as they are grouped with current ELL's and native speaking students on the grade. The classroom teacher and the ESL teacher co-teach. Strategies such as turn and talk with speaking prompts are used to enhance verbal and comprehension skills. The ESL teacher and the classroom teachers also analyze data of former ELLs during inquiry meetings, to ensure continued progress. All ELL's and former ELLs are carefully grouped for extended day using data to address their learning needs.

In addition to the mandated instruction given by the licensed ESL teacher, additional small group instruction to ELLs is also provided by a SETSS teacher.

Once needs are established, the ESL teacher employs QTEL strategies that effectively accommodate students at all proficiency levels. It is imperative to assess prior knowledge, and include scaffolds such as visuals, graphic organizers, experiential learning, TPR and role-playing while carefully differentiating the content, process, and product. We also have many bilingual books in Spanish covering the Science and Social Studies curriculum.

Content area instruction is delivered in English using ESL methodologies and instructional strategies. Standards based instruction

A. Programming and Scheduling Information

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.

Writing in the native language is always encouraged. The ESL teacher engages students through content area read alouds. Newcomers in grades K-5 continue to use talking prompts during small group work, engage in QTEL activities that incorporate learning at all proficiency levels in all four modalities (listening, speaking, reading and writing). Students participate in the deconstruction of “juicy” language to encourage their academic vocabulary, and critical thinking. The following scaffolding techniques are also 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 state 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 instruction during extended day for 50 minutes, twice a week, 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. Russian dictionaries are also used when needed.

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 teachers. The ESL teacher has ongoing articulation with the classroom teacher and service support providers. The ESL teacher, SETTS teacher and Reading Intervention Special Education teacher are working on developing specialized units of study for writing for students in the 4th grade. Through weekly inquiry work and submission of a collaborative TPR (teacher performance review) ELLs are getting additional instruction through the development of strategic lessons in writing aligned with the Common Core State Standards in ELA and the Teacher's College units of study.

Expectations are high and lessons are enriched with academic vocabulary. Instruction is provided in all areas to enhance English language skills (fluency, vocabulary, comprehension, phonological awareness and phonics). Content vocabulary is studied in depth and with as many connections to the students primary language as possible.

Our classroom teachers are currently being trained in Lindamood-Bell's Verbalizing and Visualizing. Classroom materials and supplies have been purchased to support this training. The program will be implemented in whole class, small group and one to one as deemed necessary. The program addresses students who struggle with comprehension particularly the processing component. The program will support our ELL's in comprehension through structure words which will improve their ability to verbalize and visualize in literacy. The funding for this program came from a \$20,000.00 grant from the Staten Island Foundation. Lindamood-Bell kits in are being ordered for each grade.

ELLs with special needs have been placed in three CTT classes. Two of the ELLs have been assigned paraprofessionals to assist them in their classrooms. One of the paraprofessionals is bilingual in Spanish. The paraprofessionals work closely with the ESL teacher in providing support to students. The paras accompany the children to the ESL classroom during pull-out sessions.

Courses Taught in Languages Other than English

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

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

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

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

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

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) |
|-------------------------------|--|
| 100% | |
| 75% | |
| 50% | |
| 25% | |
| | Dual Language |
| 100% | |
| 75% | |
| 50% | |
| 25% | |
| | Freestanding ESL |
| 100% | |
| 75% | |
| 50% | |

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. 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 SETTS teachers will continue to work with the classroom teachers focusing on the upper grade ELLs who have been served for more than three years. Transitional support is given in the classroom when the ESL teacher pushes in, since former ELLs have been placed in classes with current ELLs. Transitional support is also given in the extended day program where former ELLs are encouraged to attend.

Former ELLs will be invited to take part in the after school enrichment program for two days per week. Our enrichment program will incorporate Math using Gizmo. Extra reading and listening skill strategies through the use of Mondo materials will be implemented again this year. This year we will also offer an after school enrichment for ELLs using Reader's Theatre. This program will offer ELLs and former ELLs the opportunity to build their reading fluency with accuracy and expression and gain confidence in their own reading abilities while enhancing listening skills, vocabulary development, decoding, comprehension, and oral speaking skills. Reader's Theatre will connect the students to all areas of the curriculum, social studies, science, literature, and art.

ELLs are afforded equal access to all school programs. Some ELLs attend the latchkey program where homework help is given. We run a self-sustaining after school program which offers Wii, lego-robotics and urban art. The programs run for seven to eight week cycles. In the spring all students will be offered ELA and Math test prep. ELLs and former ELLs will be invited to be part of the program which will be co-taught by the ESL teacher.

Smartboards offer our ELLs support. The computer program utilizes such programs as Starfall, Brainpop, Easy-Tech and Word Munchers-Delux. The instructional materials in each class contain an assortment of leveled library books, Mondo materials, National Geographic, and Everyday Math. Science and Social Studies teachers have grade appropriate texts for each class that they service.

A specialized program in Math (Math in the City) has been added this year to support the upper grades. This is a "constructivist approach" to developing Mathematical "big ideas". ELLs are encouraged to share strategies in solving mathematical problems while developing oral and written language skills.

Required services for students are provided by highly trained teachers that develop units of study for their students that are aligned with the Common Core State Standards for each grade.

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. Classroom teachers are also on E-chalk. Training for parents is being provided in school.

Almost every classroom is equipped with a Smartboard. The Smartboard often offers visual representations to ELLs which make 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/push-in program for Spanish students. We also have a Russian APE therapist on staff to offer translation services when needed for parents and newcomer Russian students. There are no other language electives offered to our ELLs.

B. Programming and Scheduling Information--Continued

8. 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.
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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

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. 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 SETTS teachers will continue to work with the classroom teachers focusing on the upper grade ELLs who have been served for more than three years. Transitional support is given in the classroom when the ESL teacher pushes in, since former ELLs have been placed in classes with current ELLs. Transitional support is also given in the extended day program where former ELLs are encouraged to attend.

Former ELLs will be invited to take part in the after school enrichment program for two days per week. Our enrichment program will incorporate Math using Gizmo. Extra reading and listening skill strategies through the use of Mondo materials will be implemented again this year. This year we will also offer an after school enrichment for ELLs using Reader's Theatre. This program will offer ELLs and former ELLs the opportunity to build their reading fluency with accuracy and expression and gain confidence in their own reading abilities while enhancing listening skills, vocabulary development, decoding, comprehension, and oral speaking skills. Reader's Theatre will connect the students to all areas of the curriculum, social studies, science, literature, and art.

ELLs are afforded equal access to all school programs. Some ELLs attend the latchkey program where homework help is given. We run a self-sustaining after school program which offers Wii, lego-robotics and urban art. The programs run for seven to eight week cycles. In the spring all students will be offered ELA and Math test prep. ELLs and former ELLs will be invited to be part of the program which will be co-taught by the ESL teacher.

Smartboards offer our ELLs support. The computer program utilizes such programs as Starfall, Brainpop, Easy-Tech and Word Munchers-Delux. The instructional materials in each class contain an assortment of leveled library books, Mondo materials, National Geographic, and Everyday Math. Science and Social Studies teachers have grade appropriate texts for each class that they service.

A specialized program in Math (Math in the City) has been added this year to support the upper grades. This is a "constructivist approach" to developing Mathematical "big ideas". ELLs are encouraged to share strategies in solving mathematical problems while developing oral and written language skills.

Required services for students are provided by highly trained teachers that develop units of study for their students that are aligned with the Common Core State Standards for each grade.

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. Classroom teachers are also on E-chalk. Training for parents is being provided in school.

Almost every classroom is equipped with a Smartboard. The Smartboard often offers visual representations to ELLs which make 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/push-in program for Spanish students. We also have a Russian APE therapist on staff to offer translation services when needed for parents and newcomer Russian students. There are no other language electives offered to our ELLs.

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

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?

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. Our parent coordinator distributes information to parents of ELLs in Spanish and in Russian, when new information becomes available.

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.

Professional Development Calendar for 2011-2012

September 6-September 7, 2011 All staff trained in Common Core State Standards, Danielson Framework, e-chalk

November 8, 2011 Election Day Lindamood-Bell Visualizing and Verbalizing, Aris, Acuity

December 16, 2011 optional training Lunch and Learn: Editing Checklists and Student Rubrics

December 19, 2011 Full day staff development Lindamood Bell

December 5th-January 30th, 2012 Aligning and Implementing the Common Core Bundles (ten hours training per teacher)

February - June, 2012 To be determined depending on budget,

Our inquiry work this year allows articulation between the ESL teacher and other teachers on staff who work with ELLs in the classroom and in after school programs. Some of the lunch periods are working lunches. We also have common preps on each grade where ESL students are discussed. The ESL teacher is also a member of the P.P.T. team this year. Here goals and strategies are discussed to help ELLs succeed in their classes.

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We continually examine the CCSS to align our instruction for ELLs. This year our school has begun training teachers in the methods of Lindamood-Bell. Many of these strategies will positively increase the listening, speaking, reading and writing skills of English language learners.

Our network also offers training by Instructional Specialists for English Language Learners. The ESL teacher attends this training and turnkeys the training to staff. Most teachers have received the mandated 7.5 hours of staff development in ESL. Teachers who service special education students receive ten hours of ESL training. Others will be attending future training to meet the mandates. Teachers place copies of ESL training in professional files at school and the ESL teacher maintains an up-dated record of the number of hours of training that each teacher has. A copy of this is also kept on file in the office with the principal

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.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. 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. The E-pal assessment is given 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 (3.6%) 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.

Most ELLs in grades 2-5 are proficient in the modalities of listening and speaking. The major weakness appears to be in writing and in reading. Most of the students increased in overall proficiency when we compared the results of the 2009 and 2010 NYSESLAT to the 2011 NYSESLAT. Instructional decisions will be made based on these findings. More attention will be given to the area of reading and writing in both the ESL pull-out program and in the classroom. SETTS teachers will continue to support classroom teachers of ELLs.

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.

N/A

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

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

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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:

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.

N/A

Part VI: LAP Assurances

School Name: PS 6R

School DBN: 31R006

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------|----------------------|-----------|-----------------|
| Cynthia DiFolco | Principal | | 11/30/11 |
| Dennis Forde | Assistant Principal | | 11/30/11 |
| Maryanne Speranza | Parent Coordinator | | 11/30/01 |
| Barbara Mccauley | ESL Teacher | | 11/30/11 |
| | Parent | | |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **31R006** School Name: **Corporal Allan F. Kivlehan**

Cluster: **6** Network: **604**

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

Part A: Needs Assessment Findings

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

When the children are first admitted, the parents fill out the (HLIS) home language identification survey. We also have the parents fill out a form asking for their language preference and we ask the parents to indicate oral/written language preference on the emergency contact card. Together with the ESL teacher, the classroom teachers and the Parent Coordinator, we further identify the families who would benefit from translated communication. These translations will also be available to parents of former ELLs. All data and information is communicated to parents through parent orientations, phone calls and parent/teacher conferences. 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 provided adequate translation to the community. The ESL teacher and the 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 very small ELL population. Staff members also assist with translation. Spanish speaking parents are also 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.

2 When non-English speaking parents come to the building and we do not have a staff member available to translate, our Parent Coordinator calls the DOE Translations and Interpretations unit and they interpret for us over the telephone. We also recruit translators from our school population for Parent Teacher Conferences. The majority of our ELL population doesn't require an oral translator. Two of the Spanish speaking paras on staff have translated important notices into Spanish. Many of our staff members are fluent in Spanish, including the ESL teacher. When a written Russian translation is needed, we have the APE teacher translate into Russian.

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.

Since many of our staff members are fluent in Spanish, including the ESL teacher, oral translation services are handled in-house. Occassionally a Russian translation is needed and we have the APE teacher translate into Russian. During parent /teacher conferences the DOE translation division is called if needed.

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 servies available. Any letters to parents that are generated from the DOE are downloaded in translated versions on an as needed basis. The ESL teacher and Parent Coordinator compile a list of families in need of translation services to ensure that we can obtain translated letters in a timely fashion. We use staff members as Spanish and Russian translators when needed as well as parent/community volunteers to interpret for our ELL families. We attach the standard DOE translation document to important letters home. This document informs parents that the information attached is important and they should have it translated into their home language.

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Former ELLs and 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 again this year. This year we will also offer an after school enrichment for ELLs using Reader's Theatre. This program will offer ELLs and former ELLs the opportunity to build their reading fluency with accuracy and expression and gain confidence in their own reading abilities will enhancing listening skills, vocabulary development, decoding, comprehension, and oral speaking skills. Reader's Theatre will connect the students to all areas of the curriculum, social studies, science, literature, and art.

We will also incorporate the work of Lindamood Bell into our enrichment program. This is a visualizing and verbalizing program that will enhance the literacy skills of our ELL population.

The program for ELLs and former ELLs will begin in January and end the last week in June 2012. Students will be divided into two groups K-2 and 3-5. Forty-five minutes will for Math and the second forth-five minutes will be for Reader's theatre, Mondo and Lindamood-Bell. The program will begin right after school and last for 90 minutes each day.

In March, extra test prep classes will be offered to ELLs in grades 3-5. After school test prep will run for eight weeks to help prepare students for the State ELA and Math exams. The test prep classes will be one hour and thirty minutes.

The enrichment programs will be taught by two licensed ESL teachers and two general education teachers co-teaching with the ESL teacher. All former ELLs and ELLs will be encouraged to attend. The ESL teacher will co-teach with the general education teacher.

Part C: Professional Development

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

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

Begin description here:

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents are always welcome to become active participants in the after school enrichment programs. They will be shown how to access their child's data on Aris and how to navigate the PS 6 website. Since each class will be taught by two teachers, one of the teacher's will be available to assist parents and answer questions regarding school data and classroom policies. The parents will also be able to increase their English language proficiency skills while working with the students and teachers. Our goal is to have more parental involvement and to make parents partners in their child's learning.

Part E: Budget

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

Allocation Amount: \$11500

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-------------------|--|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | <u>\$7,725.00</u> | <u>Teacher per session rate will be paid for 160 hours of teacher time with fringe.</u> |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | <u>N/A</u> | |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | <u>\$1,475.00</u> | <u>Building Fluency through Reader's Theatre. This program will offer ELLs and former ELLs the opportunity to build their reading fluency with accuracy and expression and gain confidence in their own reading abilities will enhancing listening skills, vocabulary development, decoding, comprehension, and oral speaking skills. Reader's Theatre will connect the students to all areas of the</u> |

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| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|---------------------------|---|
| | | <u>curriculum, social studies, science, literature, and art.</u> <u>A Lindamood-Bell kit will be ordered for grades 2-4. This program has data proven results with English Language Learners and students with learning disabilities. The program is designed to develop the sensory-cognitive processes that underlie reading, spelling language comprehension, math, memory and critical thinking.</u> |
| Educational Software (Object Code 199) | <u>\$2,300.00</u> | <u>Gizmo is an online simulation for Math and Science education correlated to state curriculum standards. Gizmi is ideal for small group instruction, 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.</u> |
| Travel | <u>N/A</u> | |
| Other | <u>N/A</u> | |
| TOTAL | <u>\$11,500.00</u> | |