



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: CORPORAL ALLAN KIVLEHAN SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E O1M00.): 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	
Doreen Mannion Filmemo Decicco	*PA/PTA President or Designated Co-President	
Mary Bisignano	UFT Chapter Leader	
Robin Brawer	UFT Member	
Diane Goldstein	UFT Member	
Mary Schneider	UFT Member	
Jennifer Cartolano	Parent	
Michelle DiPietro	Parent	
Jessica Aga	Parent	
Victoria Heidel	Parent	
Stacey Tancredi	Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 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 #1

- By June 2013, all students will demonstrate progress toward achieving college and career readiness as measured by a 3% increase in students scoring at Levels 3 and 4 on the NYS Mathematics Assessment.

Comprehensive needs assessment

- Based on an analysis of the 2012 NYS Mathematics, 77.1% of students scored at or above Levels 3 & 4. This has decreased from the previous year where 83.3% of students scored at or above Levels 3 & 4.

The performance levels percentages by individual grade are as follows for the 2012 Mathematics:

Grade	Level 1	Level 2	Level 3	Level 4
3	6%	26%	54%	14%
4	2%	17%	42%	39%
5	3%	15%	50%	32%

Levels 1 & 2 increased from the 2010 – 2011 by 2 % and 4 %.

Levels 3 & 4 decreased from the 2010- 2011 by 4 % and 2 %

The largest decline in overall performance is a 15% drop in the third grade from the 2010-2011 to the 2011-2012.

Comparing 3rd grade students in 2011 to 4th grade students in 2012 and their performance levels from their previous year scores Levels 1 & 2 increased by 2 %. Level 3's decreased by 12%. Level 4's increased from 10%.

	Gr. 3	Gr. 4
	2011	2012
Level 1	1%	2%
Level 2	16%	17%
Level 3	54%	42%
Level 4	29%	39%

Comparing 4th grade student in 2011 to 5th grade students in 2012 and their performance levels from their previous year scores Levels 1 & 2 remain the same . Level 3's decreased by 6% and Level's 4 increased by 6%.

	Gr. 4	Gr. 5
	2011	2012
Level 1	3%	3%
Level 2	15%	15%
Level 3	56%	50%
Level 4	26%	32%

Instructional strategies/activities

Activity # 1

- Lead Teachers in grades K-5 will attend Professional Development workshops from Metamorphosis around the shifts in mathematics such as deepening the work around adding , subtracting, multiplication, division, decimals and fractions. These teachers will become lab sites with the support of our lead teacher.
- **Target Population-** K-5
- **Responsible Staff Members** – Classroom Teachers, Principal, Assistant Principal, Lead Teacher & Supportive Staff
- **Implementation Time-** September 2012- June 2013

Activity # 2

- Instructional Leads will continue to create and revise the current consensus maps which will align with the instructional shifts in the Common Core Learning Standards. Vertical teams will meet once a month with Dr. Marie Alcock to create and align curriculum maps to common core.
- **Target Population-** K-5
- **Responsible Staff Members-** Classroom Teachers, Principal, Assistant Principal, Lead Teacher & Supportive Staff
- **Implementation Time-** September 2012- June 2013

Activity # 3

- School-wide inquiry focus on text complexity will include mathematics and problem solving. Content specialist will focus on text complexity in multi-step word problems.
- **Target Population-** K-5
- **Responsible Staff Members-** Classroom Teachers, Principal, Assistant Principal, Lead Teacher & Supportive Staff
- **Implementation Time-** September 2012- June 2013

Activity # 4

- Students will be departmentalized during extended day based on needs benchmarked with a pre/post test in cycles from eight to twelve weeks. General education students will be placed in a 10:1 ratio and special education students will be placed in a 5:1 ratio. Parents will be provided strategies to support extended day students with updates during the eight to twelve week cycle.
- **Target Population-** K-5
- **Responsible Staff Members-** Classroom Teachers, Principal, Assistant Principal, Lead Teacher & Supportive Staff
- **Implementation Time-** September 2012- June 2013

Activity # 5

- Atlas Rubicon will be purchased and professional development will be given to vertical teams on how to create and store curriculum maps in order to provide a living document which is transparent.
- **Target Population-** K-5
- **Responsible Staff Members-** Classroom Teachers, Principal, Assistant Principal, Lead Teacher & Supportive Staff
- **Implementation Time-** September 2012- June 2013

Activity # 6

- Two teachers will receive professional development on Exemplars , providing teachers with a firm foundation with standards based assessment and instruction

Target Population- K-5

- **Responsible Staff Members-** Classroom Teachers, Principal, Assistant Principal, & Lead Teachers Supportive Staff
- **Implementation Time-** September 2012- June 2013

Steps for including teachers in the decision making process

- Teachers will meet as a team on grade level meetings to do an inquiry study on text complexity and problem solving.
- Teachers will analyze Pre & Post Assessments to establish next steps.
- Teachers will design and create curriculum maps which are aligned to the Common Core and shared globally with the faculty using Atlas Rubicon Software.
- Lead teachers will attend professional workshops on Metamorphosis.

Strategies to increase parental involvement

- Parents will receive information through e-chalk, workshops and monthly school newsletter regarding shifts in mathematics
- The Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- Parents can track students progress on Reflex Math and Acuity Websites.
- Parents will attend workshop throughout the year around Common Core Learning Standards.
- Parents will receive letters detailing extended day work with appropriate strategies.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) x Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title I Title IIA Title III x Grants Other

If other is selected describe here:

Staten Island Foundation Grant: \$15,000

Department of Education Race to the Top will be allocated per session and per diem

Service and program coordination

- Curriculum 21- Professional Development around Curriculum Mapping
- An instructional lead teacher will attend Learning Community for coaches
- Network support for Exemplars
- Administration will attend Learning Communities around instructional shifts in mathematics
- Vertical Team will revise current maps to align with instructional shifts in Common Core Learning Standards

ANNUAL GOAL #2 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 #2

- By June 2013, all students will demonstrate progress toward achieving college and career readiness as measured by a 3% increase in students scoring at Levels 3 and 4 on the NYS English Language Arts Assessment.

Comprehensive needs assessment

- Based on an analysis of the 2012 NYS ELA, 62.2% of our students scored at or above Levels 3 & 4 which is a decrease from the 2011 assessment where 65.3% scored at or above Levels 3 & 4.

2012 ELA Performance

Grade	Level 1	Level 2	Level 3	Level 4
3	12%	29%	56%	4%
4	5%	32%	58%	5%
5	9%	27%	61%	3%

Levels 1 & 2 increased from the 2010 – 2011 by 2 %.

Levels 3 & 4 decreased from the 2010- 2011 by 2 % and 1 %.

The largest decline in overall performance scoring a Level 3 and above is a 12% drop in the third grade from the 2010-2011 to the 2011-2012 exam.

Comparing 3rd grade students in 2011 to 4th grade students in 2012 and their performance levels from their previous year, level 1 decreased by 6%, level 2 increased by 13%, level 3 decreased by 2% and level 4 decreased by 5%.

	Gr. 3	Gr. 4
	2011	2012
Level 1	11%	5%
Level 2	19%	32%
Level 3	60%	58%
Level 4	10%	5%

Comparing 4th grade student in 2011 to 5th grade students in 2012 with their performance levels from their previous year scores Level 1 increased by 3%, Level 2 decreased by 4%, Level 3 decreased by 1% and Level 4 increased 1%.

	Gr. 4	Gr. 5
	2011	2012
Level 1	6%	9%
Level 2	31%	27%
Level 3	62%	61%
Level 4	2%	3%

Instructional strategies/activities

Activity # 1

- Administer Running Records Assessment three times a year which will be analyzed to provide individual instructions on students' needs. TC Pro will be utilized to store and analyze data which will enable assessment of progress. Inferential/Comprehension will be monitored by recording the student's retell on the running record to benchmark and raise student achievement.
- **Target Population:** K-5
- **Responsible Staff Members:** Administration, Classroom Teachers and Supportive Staff .
- **Implementation Timeline:** September 2012 through June 2013

Activity # 2

- School- wide inquiry study on Text Complexity. The network will provide Professional Development to all teachers on Text Complexity as well as support for the Core Inquiry Team monthly. Staff members will use the Text Complexity Gradient when selecting and examining text.
- **Target Population:** K-5
- **Responsible Staff Members:** Administration, Classroom Teachers and Supportive Staff
- **Implementation Timeline:** September 2012- June 2013

Activity # 3

- Wordly Wise will be used for instruction for grades 2-5 for academic vocabulary which addresses the ELA Common Core Shift.
- **Target Population:** Students 2-5
- **Responsible Staff Members:** Administration, Classroom Teachers and Supportive Staff
- **Implementation Time:** September 2012 - June 2013

Activity # 4

- Foundations will be used in the classroom for phonological/ phonemic awareness to improve decoding and comprehension.
- **Target Population:** Pre K-2
- **Responsible Staff Members:** Administration, teachers and Supportive Staff
- **Implementation Time:** September 2012 - June 2013

Activity # 5

- Teachers College Reading and Writing Project have been selected for the 2012- 2013 school year. Two staff developers will provide professional development around the Common Core Learning Standards, TC Units of Study in Reading and Writing and the Continuums and Student Checklists.
- **Target Population:** K-5
- **Responsible Staff Members:** Administration, teachers and Supportive Staff
- **Implementation Time:** September 2012- June 2013

Activity # 6

- Teachers will be professionally trained in methodology of Carl Anderson focusing on having effective writing conferences which will raise students achievement by meeting students individual needs.
- **Target Population:** K-5
- **Responsible Staff Members:** Administration, teachers and Supportive Staff
- **Implementation Time:** September 2012- June 2013

Steps for including teachers in the decision making process

- Teachers will meet as a team at grade level meetings as well as vertical team meetings to inquiry around Text Complexity school-wide.
- Teachers will be part of a book club study group “ Pathways to the Common Core” by Lucy Calkins, Mary Ehrenworth and Christopher Lehman.
- Teachers will design and create curriculum maps which are aligned to the Common Core and shared globally with the faculty using Atlas Rubicon Software.
- Teachers will attend professional workshops on Foundations as well as participate in a study group.
- Teachers will attend Teachers College Calendars Days throughout the year to support units of study in reading and writing.
- Lead Teachers will be trained in Wilson to help students become fluent, independent readers.

Strategies to increase parental involvement

- Parents will be trained on Acuity to examine the results of the Benchmarks Targeted Assessments.
- Parents will attend workshops on the Common Core Learning Standards in ELA.
- Parents will partner with teachers to assist on the school- wide website, e-chalk.
- Parents will attend Parent Teacher Conferences in November and March.
- Parents will be trained as Learning Leaders in various workshops throughout the year helping teachers in grades K-5.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) x Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Department of Education Race to the Top will be allocated for per session and per diem

Service and program coordination

- Using a balanced literacy approach, all Teachers' College Units of Study will be implemented in Grades K-5
- Wordly Wise
- Foundations
- Wilson
- Carl Anderson

ANNUAL GOAL #3 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 #3

- By June 2013, Students with disabilities will demonstrate progress toward achieving State Standards as measures by a 3% increase in students scoring at Levels 3 & 4 on the NYS Mathematics Assessment

Comprehensive needs assessment

- Based on the 2011-2012 NYS Mathematics Assessment, 73% of students scored level 2 and above which is a decrease from the previous year by 19%.

NYS Test Comparison for Student's With Disabilities

Grade	2010-2011	2011-2012
3rd	94%	63%
4th	93%	82%
5th	89%	77%

Instructional strategies/activities

Activity # 1

- Two math tasks will be aligned with the CCLS
- **Target Population:** All classroom teachers in grades prek-5.
- **Responsible Staff Members:** Administration, teachers and Supportive Staff .
- **Implementation Timeline:** September 2012 through June 2013.

Activity # 2

- The Instructional Special Education Coach from the Network will provide training on Universal Design Learning focusing on multiple entry points in order to assist on partnerships with various models of inclusive pedagogy and support teachers of self-contained classes with planning and implementation of instruction.
- **Target Population:** Students with Disabilities
- **Responsible Staff Members:** Administration, Supportive Staff , ICT teachers and, Special Education teachers
- **Implementation Timeline:** September 2012- June 2013

Activity # 3

- Teachers are being trained in Response to Intervention strategies and what needs to be offered at each Tier. High risks students will be offered multi-tiered delivery model (RTI) and dual programming- ICT-SETSS to support student when solving multi-step word problems.
- **Target Population-** K-5
- **Responsible Staff Members** – Administration, teachers and Supportive Staff
- **Implementation Time-** September 2012- June 2013

Activity # 4

- Identified instructional leads will actively engage in curriculum mapping around UDL, DOK, Essential Questions/Big Ideas, Tiers and Sub-Groups. These maps will be shared globally to all grades..
- **Target Population-** K-5
- **Responsible Staff Members** – Administration, teachers and Supportive Staff
- **Implementation Time-** September 2012- June 2013

Activity # 5

- A licensed reading specialist has been hired part-time to support additional academic RTI/AIS
- **Target Population-** 2-3
- **Responsible Staff Members** – Administration, teachers and Supportive Staff
- **Implementation Time-** September 2012- June 2013

Steps for including teachers in the decision making process

- Teachers will have representatives from each grade meet on vertical math teams
- Teachers will have training in Exemplars
- Teachers will design and create curriculum maps which are aligned to the Common Core and shared globally with the faculty using Atlas Rubicon Software
- Teachers will have opportunities to take part in inter-visitation to “model” ICT classes at PS 164K and PS 112K

Strategies to increase parental involvement

- Parents will be professionally developed in the Common Core Learning Standards Grades Pre K- 5
- Parents will participate once a month in Parents as Partners in Math
- School Leadership Team Parent Members will attend monthly meetings

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) X Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title I Title IIA Title III X Grants X Other

If other is selected describe here:

Department of Education Race to the Top for per session and per diem

Service and program coordination

- All Levels 1 & 2 are mandated for extended day
- Self-Sustaining Test Prep After School Program
- Academic Intervention services from IEP teacher and ICT cluster teacher

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Students in need of Academic Intervention are identified using ongoing formal and informal assessments; Teachers' College Reading Records, Foundations, E-Pal, Wordly Wise and NY State ELA Exams	As a result of these assessments ,small group instruction is formed and individual needs are addressed providing students with multiple entry point opportunities.	Services are provided during the school day and during two 50 minute blocks during extended day for at risk children who are mandated to attend.
Mathematics	Students in need of Academic Intervention are identified using ongoing formal and informal assessments; Reflex Math, Gizmos, Acuity aligned instructional resources, use of manipulatives where applicable, conferencing, graphic organizers to support problem solving. Everyday Mathematics Option 3 and Game Activities.	As a result of these assessments, small group instruction is formed and individual needs are addressed providing students with multiple entry point opportunities.	Services are provided during the school day and during two 50 minute blocks during extended day for at risk children who are mandated to attend.
Science	Through Non-Fiction Reading and Writing Units	Students in grade 5 who scored Level 1 or 2 on the NYS	Services are provided during the school day.

	of Study, leveled Non-Fiction Libraries, Tier III Word Walls, Picture Cues and Internet Investigations (Gizmo), Science Cluster Teachers along with the classroom teachers expose students to rich scientific concepts and language.	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 Internate Investigations, a social studies cluster teachers along with classroom teachers expose students to rich academic language.	Students work in groups supported by the teacher . Students are also receiving support in ELA through differentiated small group instruction.	Services are provided during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Problem Solving Techniques, Character Building, Coping Strategies and Anger Management Skills and strategies.	Guidance Counselor- Small group and individual counseling to address school related issues as needed during the school day. Social Worker- Individual/ Group counseling to improve school functioning socially , emotionally and academically.	During the school day.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Using selected components of a research based rubric, meaningful feedback will be provided through frequent cycles based on their binder collection, student portfolios, classroom observation, Teachers Performance Review in order to provide 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 specific needs of staff and students.

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.

Developing Instructional Leaders in all content areas.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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%
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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. 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									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	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 place 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

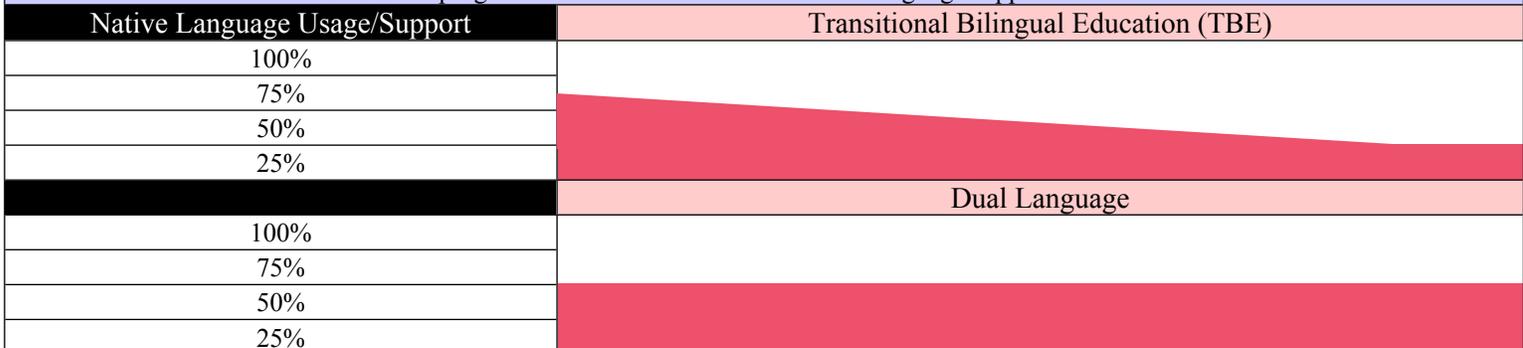
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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 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.

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.

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.

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.

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)	4	0	1	0	1	0								6
Intermediate(I)	5	1	3	1	0	0								10
Advanced (A)	1	0	1	4	1	1								8
Total	10	1	5	5	2	1	0	0	0	0	0	0	0	24

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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:
 - 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. 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.

Thirteen students in grades 3-5 were given the NYS Math test. Eleven passed the test. One of those that took the test in their native language passed. The ELA was administered to 11 children. Two children scored a level 1, four children scored at level 2, and six students scored a level 3. The ELL periodic assessments were also administered last year. Many of the students actually scored higher than what was predicted. This fall we administered the ELL periodic assessment and the data is determining future instruction.

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 higher than previous years. Science test scores have increased. Most ELLs scored threes in Science and our one Russian student scored a four in his native language.

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.

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		

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)
	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.



Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Nilda Kraft

Borough: Staten Island District: 31 School Number: 006 School Name: P.S. 6 Corporal Allan F. Kivle
Cluster Leader: Christopher Groll Network Leader: Neal Opromalla Title I Schoolwide Plan (Conceptual Consolidation?) no

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Parent Activities	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Budget	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 12/06/12 Senior ELL CPS: Nilda Kraft Additional Comments:		