

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 6
DBN (i.e. 01M001): 31R006
Principal: CYNTHIA DIFOLCO
Principal Email: CDIFOLC@SCHOOLS.NYC.GOV
Superintendent: ANTHONY LODICO
Network Leader: NEAL OPPROMALLA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Cynthia DiFolco	*Principal or Designee	
Arthur Avila	*UFT Chapter Leader or Designee	
Kathy Trippiedi	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Diane Goldstein	Member/ Secretary/Staff	
Mary Schneider	Member/ Staff	
Michael Anderson	Member/ Staff	
Dennis Forde	Member/ Staff	
Robin Brawer	Member/ Staff	
Jessica Aga	Member/ Parent	
Victoria Heidel	Member/ Parent	
Michelle DiPietro	Member/ Parent	
Thomas Ferranti	Member/ Parent	
Carrie Steckman	Member/ Parent	
Jill Passantino	Member/ Parent	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, all students will demonstrate progress toward achieving college and career readiness as measured by a 10% increase in students scoring at Levels 3 and 4 on the NYS Mathematics Assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

We analyzed the item analysis on each grade on the New York State Math 2014 State Test and identified five areas of weakness which is our focus for the 2014-2015 school year.

3rd Grade

Standard 3.OA.3	Percent Correct 67%
Standard 3.OA.8	Percent Correct 57.75%
Standard 3.OA.9	Percent Correct 34.5%
Standard 3.NF.3a	Percent Correct 31.5%
Standard 3.MD.3	Percent Correct 58.5%

4th Grade

Standard 4.OA.3	Percent Correct 40%
Standard 4.NBT.5	Percent Correct 54.4%
Standard 4.NBT.6	Percent Correct 56%
Standard 4.NF.2	Percent Correct 55%
Standard 4.MD.7	Percent Correct 38.5%

5th Grade

Standard 5.OA.1	Percent Correct 59.5%
Standard 5.NBT.1	Percent Correct 53.5%
Standard 5.NF.2	Percent Correct 38.3%
Standard 5.NF.6	Percent Correct 31.5%
Standard 5.MD.1	Percent Correct 50.75%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Strategy – All teachers will participate in professional growth practices that shift teaching practices.

Activity #1 – Math Coach in grades K-5 will attend UFT Teacher Center's Professional Development workshops around the shifts in mathematics such as deepening the work around addition, subtraction, multiplication, division, decimals and fractions. The math coach will professionally develop our teacher with workshops throughout the year.

Activity #2 – Staff will participate in a 10-12 week professional development cycle provided by the math coach designed to effectively integrate the components of the Eureka Math/EngageNY program into daily instruction and deepen mathematical content knowledge.

Activity #3 – Parent workshops will be conducted prior to each module (unit of study) for each grade to familiarize parents with the CCLS so they are able to provide support for their children with homework. Workshops will be conducted during the school day and facilitated by the Math Coach.

Activity #4 – Special Education teachers will provide targeted small group instruction 3 times a week.

Activity #5 – Math Enrichment after school for 4th grade students.

Activity #6 – Staff will track student progress on the identified Focus Standards, using data to revise instruction.

B. Key personnel and other resources used to implement each strategy/activity

1. Staff, Math Coach, Staff Developers from Teacher Center and Administration
2. Staff, Math Coach and Administration
3. Math Coach and Administration
4. Special Education Teachers, Cynthia Gillespie Network Support and Administration
5. Math Coach and Administration
6. Staff, Math Coach and Administration

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Unit Pre/Post and Mid-Module assessments
2. Unit Pre/Post, Mid-Module assessments and daily exit tickets
3. Parent feedback, student homework, Pre/Post, Mid-Module assessments and exit tickets
4. Three cycles – January, March and June to monitor progress of Tier II interventions with targeted Level 1 general education students
5. Unit Pre/Post, Mid-Module assessments and daily exit tickets
6. Focus Standard assessments administered at periodic intervals, 2015 State Math Test

D. Timeline for implementation and completion including start and end dates

1. September 2014 through June 2015
2. January 2015 through April 2015
3. September 2014 through May 2015
4. January 2015 through June 2015
5. November 2014 through March 2015
6. November 2014 through June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Once a month Math Coach will attend Teacher Center Professional Development. Math Coach will revise and align resources and materials to support Eureka Math/EngageNY. Planning with Math Coach during Tuesday Other Professional Work time to revise and align resources and materials based on results of student outcome.
2. Professional development planned and implemented by Math Coach to encompass program components, mathematical content knowledge and lesson planning.
3. Parent workshops will be scheduled prior to implementation of each unit of study. Workshops will be developed by the Math Coach and conducted for each unit by grade.
4. Three days a week students will participate in Tier II interventions during the school day.
5. Per Session for planning and implementation.
6. Assessments will be created to track student progress in the five focus standards. Math Coach will be available to support staff in analysis of student work and revision of lessons to increase student achievement.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- The Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- Monthly Principal Tea Meetings.
- Parents can track student's progress on Reflex Math.
- Parents will attend workshops throughout the year around the Common Core Learning Standards in Mathematics.
- Parent outreach for Level 1 and 2 students.
- Parents will receive information through e-chalk, workshops, and monthly school newsletter regarding shifts in mathematics.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	n/a	Title IA	n/a	Title IIA	n/a	Title III	n/a	Set Aside	n/a	Grants
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List any additional fund sources your school is using to support the instructional goal below.

n/a

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, all students will demonstrate progress toward achieving college and career readiness as measured by a 10% increase in students scoring at Levels 3 and 4 on the NYS English Language Arts Assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

We analyzed the item analysis of each grade based on the New York State 2014 ELA Test and identified five areas of weakness which we are focusing on during the 2014-2015 school year.

3rd Grade

Standard 3.RL.1	Percent Correct 46.5%
Standard 3.RI.1	Percent Correct 50%
Standard 3.RI.4	Percent Correct 37%
Standard 3.RI.5	Percent Correct 43%
Standard 3.RI.8	Percent Correct 47%

4th Grade

Standard 4.RL.1	Percent Correct 55.2%
Standard 4.RL.2	Percent Correct 61.4%
Standard 4.RL.4	Percent Correct 51%
Standard 4.RI.1	Percent Correct 69.75%
Standard 4.RI.8	Percent Correct 59.25%

5th Grade

Standard 5.RL.4	Percent Correct 51.75%
Standard 5.RL.6	Percent Correct 50%
Standard 5.RI.2	Percent Correct 57.83%
Standard 5.RI.5	Percent Correct 35%
Standard 5.RI.8	Percent Correct 44%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Activity #1 – Administer Running Records Assessment three times a year which will be analyzed to provide individual instruction based upon student needs. Teachers College Assessment Pro will be utilized to store and analyze data which will evaluate progress. Inferential/Comprehension will be monitored by recording the student's retell on the running record to benchmark and raise student achievement.

Activity #2 – School-wide focus on Text Complexity. The network will provide Professional Development to all teachers on Text Complexity as well as support. Staff members will use the Text Complexity Gradient when selecting and examining text.

Activity #3 – Teachers College Reading and Writing Project has been selected for the 2014-2015 school year. Two staff developers will provide professional development around the Common Core Learning Standards, Teachers College Units of Study in Reading and Writing and the Continuums and Student Checklists.

Activity #4 – Special Education teachers will be providing targeted small group instruction three times a week.

Activity #5 – Assessments will be created to track student progress in the five focus standards. Analysis of student work will be conducted resulting in revision of instruction to improve student outcome.

B. Key personnel and other resources used to implement each strategy/activity

1. Staff, Administration, Staff Developers, Kristy Chan Network Support and Calendar Days.
2. Staff, Administration, Liz Water Network Support, Calendar Days.

3. Staff, Administration, Teachers College Staff Developers and Calendar Days
4. Special Education Teachers, Administration
5. Staff and Administration

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers College Benchmark Reading Levels September, November, March and June.
2. Six informal observations.
3. Units of study from Teachers College.
4. Three cycles – January, March, and June to monitor progress of Tier II intervention with targeted Level 1 general education students.
5. Pre and Post unit assessments, 2015 ELA Test.

D. Timeline for implementation and completion including start and end dates

1. September 2014 through June 2015
2. September 2014 through June 2015
3. September 2014 through June 2015
4. January 2015 through June 2015
5. November 2014 through June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers College Units of Study in Reading and Teachers College Assessment Pro.
2. 10 Teachers College Consultant Days, Network Support throughout the year around Text Complexity and data from running records, common planning time.
3. Teachers College consultants and Calendar Days, common planning.
4. Three days a week students will participate in Tier II intervention during the course of the school day.
5. Common planning time around resources for targeted focused goals.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parents will attend workshops on the Common Core Learning Standards in ELA.
- Monthly Principal's Tea.
- Parents will partner with teachers to assist on the school-wide website, e-chalk.
- Parents will attend Parent/Teacher Conferences in November and March.
- Parent outreach for Level 1 and 2 students.
- Parents will receive letters from running records on reading levels three times a year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	n/a	Title IA	n/a	Title IIA	n/a	Title III	n/a	Set Aside	n/a	Grants
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List any additional fund sources your school is using to support the instructional goal below.

n/a

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, the median adjusted growth percentile for the school's lowest third on the Progress Report will improve by 5% in mathematics.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

An analysis of the 2013 compared to the 2014 School Report Card indicates a decrease from 63 to 57.5, which is a decrease of 5.5.

2013 Median Adjusted Growth Percentile for School's Lowest Third – 63

2014 Median Adjusted Growth Percentile for School's Lowest Third – 57.5

In addition, the data for 75th percentile or higher in math was:

2013 – Lowest Third Citywide – 51.9

2014 – Lowest Third Citywide – 10.8

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Activity #1 – Unit math assessments will be aligned with the CCLS.

Activity #2 – The Instructional Special Education Coach from the Network will provide training in Universal Design for Learning focusing on multiple entry points in order to assist partnerships with various models of inclusive pedagogy and support teachers of self-contained classes with planning and implementation of instruction.

Activity #3 – Teachers are being trained in Response to Intervention strategies and what needs to be offered at each Tier. High risk students will be offered multi-tiered delivery model (RTI) and dual programming – ICT – SETSS to support students.

Activity #4 – Teachers administer exit tickets daily to assess student understanding and form small groups to target misconceptions.

Activity #5 – Special Education teachers will be providing targeted small group instruction three times a week.

B. Key personnel and other resources used to implement each strategy/activity

1. Staff, Math Coach and Administration.
2. ICT Teacher Teams, Cynthia Gillespie Network support and Administration.
3. ICT Teacher Teams/SETSS Teachers, Assistant Principal, Psychologist.
4. Staff, Math Coach and Administration.
5. Special Education teachers and Administration.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Unit Pre and Post Assessment along with Mid-Module Assessments will be administered.
2. Six informal observations throughout the year.
3. Six informal observations.
4. Exit tickets and informal observations.
5. Pre/Post and Mid-Module Assessments and NYS Math 2015 Test.

D. Timeline for implementation and completion including start and end dates

1. September 2014 through June 2015.
2. September 2014 through June 2015.
3. September 2014 through June 2015.
4. September 2014 through June 2015.
5. January 2015 through June 2015.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Eureka Math/EngageNY Curriculum Modules.
2. Resources on Six Models of ICT and inter-visitation to PS 45, UFT Teacher Center Professional Development.
3. Resources from New York State Guidance Documents, Response to Intervention Flip Chart, monthly meeting to discuss RTI.
4. Eureka Math/EngageNY resources and common planning time with Math Coach around resources for targeted focused goals.
5. Three days a week students will participate in Tier II interventions during the course of the school day.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parents will be professionally developed in the Common Core Learning Standards Pre K – 5. Math workshops will be conducted during the school day and facilitated by the Math Coach.
- Monthly Principal's Tea.
- Parents will participate once a month in Parents as Partners in Math.
- School Leadership Team parent members will attend monthly meetings.
- Parent outreach for Level 1 and 2 students.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	n/a	Title IA	n/a	Title IIA	n/a	Title III	n/a	Set Aside	n/a	Grants
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List any additional fund sources your school is using to support the instructional goal below.

n/a

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, 100% of the teaching staff will be observed through frequent cycles of formal and/or informal classroom observations using 8 components of the Danielson Framework. By June 2015, 100% of the teaching staff will receive evidence-based feedback designed to be used in order to increase the rigor and effectiveness of their instruction, ultimately resulting in increased student outcomes.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- Compliance of Law 3012A from the State and City.
- Snapshot 2014 – In Good Standing
- Results of Measures of Student Learning – All staff Effective, plus 1 Highly Effective
- Quality Review – Well-Developed
- Focus Standards based on the New York State ELA/Math Exams
- Teachers College data

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Lunch and Learns with Talent Coach.
2. Professional Development Mondays – content related to the Danielson Framework.
3. Meetings, IPC, informals, End-of-Year, Pre and Post meetings.
4. Election Day professional development and June planning.
5. Teachers College Staff Developer Days, K-2 and 3-5, 25 Calendar Days.
6. Teacher Center Coach workshops.

B. Key personnel and other resources used to implement each strategy/activity

1. Volunteer Staff, Administration and Lori Brown, Talent Coach.
2. Staff and Administration
3. Staff and Administration.
4. Staff, Administration and the Danielson Rubric.
5. K-5 Classroom teachers and Administration.
6. K-5 Classroom teachers and Administration.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Formal and informal Measures of Teacher Practice (MOTP).
2. Formal and informal Measures of Teacher Practice (MOTP).
3. Formal and informal Measures of Teacher Practice (MOTP).
4. Formal and informal Measures of Teacher Practice (MOTP).
5. Formal and informal Measures of Teacher Practice (MOTP).
6. Formal and informal Measures of Teacher Practice (MOTP).

D. Timeline for implementation and completion including start and end dates

1. September 2014 through June 2015.
2. September 2014 through June 2015.
3. September 2014 through June 2015.
4. September 2014 through June 2015.
5. September 2014 through June 2015.
6. September 2014 through June 2015.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Talent Coach use and knowledge of Danielson Rubric and Videos.

2. Professional Development resources from Teacher Center.
3. Low inference notes, Evaluator Form and Teacher Created Goals.
4. Units of Study and Best Practices and alignment to Domains 1-4.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Monthly School Leadership meetings
- Monthly Executive board and PTA meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	n/a	Title IA	n/a	Title IIA	n/a	Title III	n/a	Set Aside	n/a	Grants
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List any additional fund sources your school is using to support the instructional goal below.

n/a

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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: Teacher College running records, Foundations, Wordly Wise and New York 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.
Mathematics	Students in need of Academic Intervention are identified using ongoing formal and informal assessments: Reflex Math, Gizmos, aligned instructional resources, use of manipulatives where applicable, conferencing, graphic organizers to support problem solving.	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.
Science	Through Non-Fiction Reading and Writing Units 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.	Students in grade 5 who scored Level 1 or 2 on the New York State Science exam are also receiving support in ELA through differentiated small group instruction.	Services are provided during the school day.
Social Studies	Through Non-Fiction Reading and Writing Units of Study, leveled non-fiction libraries, Tier III word walls, picture cues and internet investigations, classroom teachers expose students to rich social studies concepts and 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, PBIS, 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

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 31	Borough Staten Island	School Number 006
School Name Corporal Allan F. Kivlehan		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Cynthia DiFolco	Assistant Principal Dennis Forde
Coach N/A	Coach N/A
ESL Teacher Barbara McCauley	Guidance Counselor Ralph Santiago
Teacher/Subject Area Michele Lacqua/Grade 1	Parent Tara Joyce
Teacher/Subject Area Renee Breines/Grade 5	Parent Coordinator Maryanne Speranza
Related Service Provider Gynene Schwartz/Psychologist	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other N/A

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	724	Total number of ELLs	24	ELLs as share of total student population (%)	3.31%
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Part II: 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Pull-out	1	1	1	1	1	1	0	0	0	0	0	0	0	6
SELECT ONE														0
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	16	0	5	7	0	4	1	0	1	24

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	16	0	5	7	0	4	1	0	1	24
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE N/A	0	0	0	0	0	0								0
SELECT ONE N/A	0	0	0	0	0	0								0
SELECT ONE N/A	0	0	0	0	0	0								0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE N/A									0	0
SELECT ONE N/A									0	0
SELECT ONE N/A									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	4		2								17
Chinese		1												1
Russian	1				1									2
Bengali														0
Urdu														0
Arabic	1													1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		1	1										3
TOTAL	6	6	4	5	1	2	0	24						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	0	0	0	0	0								3
Intermediate(I)	0	2	1	1	1	1								6
Advanced (A)	3	4	3	4	0	1								15
Total	6	6	4	5	1	2	0	24						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	1	2	0	0	3
5	1	1	0	0	2
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1						1
4	1		2						3
5	1		1						2
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		0		1		2		3

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual (SWD)									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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Early literacy is assessed using TCRWP. Approximately 44% of our ELLs have IEPs. Two more students are currently being reviewed for

special education services. Data is reviewed weekly at the Pupil Personnel Team (PPT) meetings. TC running records are administered three times yearly. The running records are used to track student progress and inform instruction.

We have identified five standards in ELA and Math. These are our school wide focus goals for 2013-2014.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Twelve children were given the LabR at PS 6. They were kindergarten children. Five of the children are entitled to ESL support. Three of the tested children are intermediates and two of them are advanced. The children that took the spring NYSESLAT increased their English proficiency. Many students scored proficient while others moved to the advanced level. Children that took part in the extended day program and those that attended the after school Title III program made significantly more gains.
The LabR data reveals that three children are beginners coming from Spanish speaking families and have had no formal schooling until admission to kindergarten. The three children in kindergarten that scored on the advanced level, attended pre-k and are from Turkey, Russia and Egypt.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
this information is currently unavailable..
4. For each program, answer the following:
 - a. 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?

All Ells at PS 6 are taking tests in English. Translations are made available during the state tests, however, the children prefer to take the tests in English. The majority of Ells taking the state tests are not literate in their native language.

ELL periodic assessments are administered yearly and the results will help differentiate instruction and predict Ell status on the NYSESLAT which is administered in the spring. The results show which students need additional help in one or more of the four modalities which are tested. We are learning that the Periodic Assessments can give us an indication as to the progress of Ell students in future tests.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

1. Once a child is screened as an ELL, and they are flagged as at-risk or below benchmark on any particular skill or competency, the child receives targeted instructional support by SETTS teachers and AIS teachers. This support is delivered in coordination with language support services.

2. Strong Core (Tier 1) instruction is delivered by qualified educators in the general education classroom. Teachers teach rigorous academic content while collaborating with each other and with students. Teachers set up rigorous and challenging instructional goals and provide students with the instructional supports they need to insure success.

3. Intensive targeted intervention is provide to support ELLs not howing sufficient progress. Failing ELLs are discussed at our PPT meetings. And intervention strategies are implemented. Parents are called in periodically to determine whether additional assistance in native language support from home is necessary.

4. Progress monitoring informs how at risk students are responding to instruction. ELLs progress must take into account language development and background. Teachers and school leaders use data to determine when it is necessary to make adjustments in instruction for Ells. Knowledge of second language development and student's educational background is considered when setting benchmarks and interpreting progress.

At PS 6 we make sure that students have ongoing, high quality opportunities to learn. Teachers are constantly involved in professional development opportunities to insure the success of ELLs.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Since we have a very small Ell population, individualized attention is given to each student. The LabR and NYSESLAT scores are shared with the classroom teachers as well as the service providers. There is ongoing articulation with all teachers to discuss strategies to help ELLs. Meetings take place weekly during grade conferences, training sessions, lunch and learns and inquiry time. Data is a vital part of ELL development in the second language (ie.running records, formative and summative assessment.) Students are grouped in instructional groups within each classroom.

Parents are interviewed and contacted to fully understand the ELL child's background and educational history.

Content teachers teach in such a way as to build English language skills in their classes. ESL strategies are employed by the classroom teachers. Support is given to teachers by the ESL teacher. And the ESL teacher continues to give support to the classroom teachers.

We have parental involvement to support the child's first language. Resources are made available in the native and second language.

7. 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?

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 The NYSESLAT measures the proficiency levels attained by ELLs. Last year 27% of the students attained proficiency. 58% have become advance ELLs for this school year. Students scored high in the Science state tests, while Math led over ELA. In the NYS ELA three students scored level 1. These students now have IEPs. Three students scored level 2. Our at risk students are receiving additional instruction provide by our special education ICT teachers once a week. They are also provided with Setts and AIS. In the NYS Math exam two of the students scored level 1 and four students scored level 2.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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. She contacts a trained pedagogue to conduct the initial screening and administration of the HLIS. It is usually the ESL teacher . The ESL teacher interviews the student and family, if she is available. At times another trained pedagogue conducts the interview with the child. The ESL teacher knows Spanish so she can conduct the interview herself. 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. If a translator is needed the family is asked to bring a friend or relative to help conduct the interview. Otherwise the school will contact someone to help with the interview in the other languages . One teacher on staff is fluent in Russian. There are several staff members fluent in Spanish.

The ESL teacher administers the LAB-R 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 ELLs who started out at another school receive prompt ESL service upon arrival at our school.Paste response to question here:

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.
 The ESL teacher is responsible for the parent orientation and the testing of ELLs. A letter is sent home to parents for an orientation meeting within the first ten days of school. Also within the first two weeks of school parents are invited to an orientation session and 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.

The secretary keeps the ESL teacher informed regarding any new admits throughout the year. And the above procedure are followed.

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.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters are distributed at the beginning of the school year and are sent home in the child's native language. Copies of these letters are placed in the students cumulative folders and a copy is also kept by the ESL teacher. 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. If a form is not returned, a phone conference is held and documented. Sometimes it is necessary to make several attempts to contact parents until all documents have been returned.
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.
ELL students at PS 6 are placed in grade appropriate classes and a pull-out ESL program is set up to meet the mandates of required instructional hours. Beginners and Intermediate students receive 360 minutes of instruction and Advanced ELLs receive 180 minutes of pull-out instruction. 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. Placement letters are sent home to the parents and copies are kept by the ESL teacher in each child's folder. Continued entitlement letters are also sent home and copies kept on file. We also send home the individual NYSESLAT report and tell parents they are free to contact the ESL teacher regarding any questions or concerns that they may have. The ELPC screen is updated within 20 days by the ESL teacher.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT exam is administered to students whose names appear on the ATS report used to determine NYSESLAT eligibility. The ESL teacher sets up the schedule for the NYSESLAT testing based on the calendar of test days prescribed by the city. The ESL teacher notifies the teachers and the parents as to the days that the ELL students are taking the NYSESLAT. The testing is broken up into the four modalities. The ESL teacher administers the individual speaking subtest and a trained teacher does the scoring. The listening, reading and writing modalities are given by the ESL teacher.
6. 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.) 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. 
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. As mentioned previously, we have a very small ELL population and the population has been decreasing for the last three years. There are not enough ELL children in each grade, or consecutive grades, to create a bilingual program at PS 6.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - 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])?

This year the ESL program is entirely pull-out . Students are grouped by grade and ability levels. The grades are mixed as well as the ability levels of ELLs. The teacher differentiates instruction for each child. Since the ESL teacher has been assigned to another school for two half days a week, children are grouped by grade for two of those days. K-2 work together as well as grades 3-5. This is based on the amount of time that the teacher is at the school for two half days. There are smaller groups on the three full days. Children are grouped into four instructional groups based on grade and ability(K,1,2-3, 3-5)

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)?

Each ELL receives the mandated number of minutes of ESL instruction. The ESL teacher is full licensed. Advanced students are seen three times a week for an hour. Beginners and intermediate students are seen five days each week for instructional periods of 72 minutes. ELA instruction is delivered by each classroom teacher. The ESL teacher is always available to provide additional support of ELA. In order to provide the mandated number of minutes, grades and levels of students are combined in each period. Differentiation is provided to all students regardless of level or grade.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content instruction is delivered in the ESL pull-out program. Non-fiction texts are used to promote language learning. Through non-fiction reading and writing units of study aligned with the CCSS, leveled non-fiction libraries, Tier three word walls, picture cues and internet investigations, children are exposed to rich academic language. Science and Social Studies topics are continually explored. Children are also given the opportunity to engage in learning through the use of Reader's Theatre which includes topics in Science, Math and Social Studies.

A variety of ESL methods are used. It is important to be mindful of the language acquisition stages of ELLs in order to insure a successful program. Students in the early production stage benefit from shared reading, read alouds, dramatizations and the language experience approach. Some of the methods of instruction during speech emergence that are used include guided reading, story mapping and process writing. For those students who are intermediate and advanced, strategies include both process and journal writing, reader's and writer's workshop, research projects, and formal presentations. With the proper

scaffolding students are introduced to a variety of literature in content areas to make content comprehensible to foster language development and meet the demands of the common core.

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

The students at PS 6 are not evaluated in their native language unless a bilingual assessment is needed which is set up by the IEP teacher.

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

Students are evaluated in all four modalities of English acquisition throughout the year. There are ongoing formal and informal assessments; TC running records, Foundations, Words their Way Spelling inventories, interim and predictive assessments and the New York State exams. As a result of these assessments, small group instruction is formed and individual needs are addressed through differentiated, flexible groupings during Reading and Writing workshops as well as in Math. Through the two 50 minute extended day periods, Ells needs in the four modalities are also met. The Linda-Mood Bell program of visualizing and the Mondo program are used.

Students are assessed three to four times a year with running records. The NYSESLAT is given yearly. Formative and summative assessments are administered throughout the year.

Pre-assessments are administered to inform instruction. Classroom teachers design assessments after each unit is completed. Data is continuously analyzed to differentiate instruction for all subjects.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We do not have children that are SIFEs. Children that have been in the school for less than three years receive instruction in the pull-out ESL program. Classroom teachers have been trained to work with these newcomers to focus on their specific language needs. The ESL teacher also provides additional support to classroom teachers in implementing ESL strategies. TC training in the school also addresses the needs of newcomers. Ells that are receiving service for four to six years are given additional support by SETTS and IEP teachers throughout the day. They are also encouraged to attend extended day for more targeted instruction. Presently we do not have any long term ELLs. In the event that we do in the future, an evaluation would be recommended for an IEP. The specific limitations of some ELL students are discussed at PPT meetings weekly and an intervention plan is immediately put into place.

Former Ells are given additional support in the ESL classroom as the need arises. A morning tutorial program, for grades 4 and 5, is available for low achieving Ells and former Ells, two mornings each week. Former Ells are also given extended time and a half on state tests for two additional years following proficiency on the NYSESLAT.

7. 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?

PS 6 uses a variety of instructional strategies including Foundations, TCRWP, Linda-Mood Bell, teacher created curriculum in Math using Go Math, Math in Focus and engage NY modules. Teachers use UDL strategies for ELL-SWDs. Service providers have meetings to maximize instructional blocks of time in the classroom. The push-in model is preferred. Children are also grouped homogeneously during extended time. Students are on an eight week cycle for extended day and each cycle has focused goals. Materials used in school and materials in the ESL classroom (Mondo, Into English Language series A-F, dictionaries, Words Their Way, social studies and science grade level books, computers and i-pads) all support the language acquisition stages of ELL-SWDs. PPT meetings are held weekly and all administrators, support staff and classroom teachers are well aware of students IEPs to make sure that they receive the appropriate programs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All ICT teachers are used three periods weekly in flexible scheduling. They deliver small group instruction in Math and ELA. There are no more than 8 children in each group. Teachers work on targeted goals. Fifth grade is also departmentalized to provide content specialty instruction.

ELL SWDs take part in plays, musical programs, clubs, gym assists, trips, bowling programs, swimming at the YMCA and a variety of after school activities that are offered. These programs offer the opportunity for the least restrictive environment while achieving IEP goals.

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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

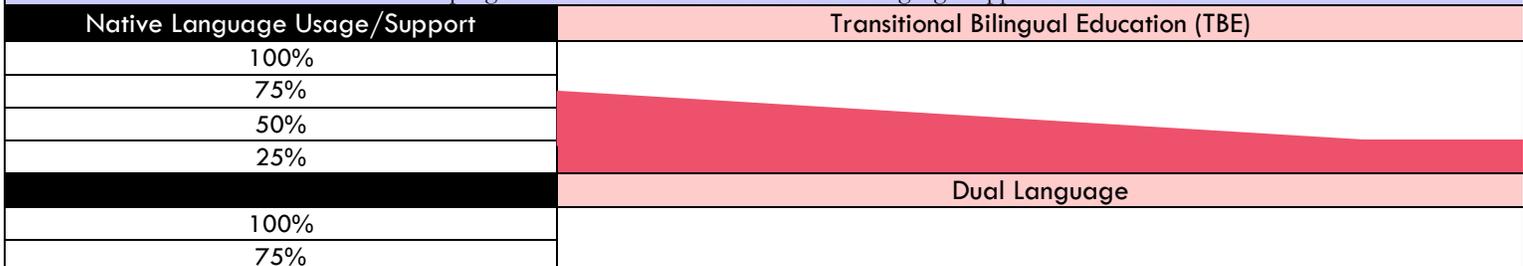
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	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

9. 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.
- All intervention programs are offered in English. Teachers use UDL strategies. Service providers have meetings to maximize instructional blocks of time in the classroom. The push-in model is preferred. Children are also grouped homogeneously during extended time. Students are on an eight week cycle and each cycle has focused goals.
- All ICT teachers are used three periods weekly in flexible scheduling. They deliver small group instruction in Math and ELA. There are no more than 8 children in each group. Teachers work on targeted goals. Fifth grade is also departmentalized to provide content specialty instruction.
- All students are identified using formal and informal assessments such as: unit assessments, open responses, and exemplars. We are especially targeting level 1 students with extra support. A morning program for two days per week has been instituted. All programs are offered in English. We also examine benchmarks on exams and do an item analysis on state tests to ensure differentiated instruction.
- Some of the parents have asked for tutoring support outside of school. The parent coordinator provides a list of possible tutors if needed.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current ESL program is taught by an experienced ESL teacher familiar with the language development and acquisition needs of ELLs, cultural diversity of the PS 6 population, instructional strategies for teaching ELLs literacy and academic content, as well as assessment. Approximately 25% of the ELLs tested out this past year and 44% reached the advanced level on the NYSESLAT.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we have added ICT teacher support for three periods each week. A UFT teacher center has also been established at PS 6 for additional support.
12. What programs/services for ELLs will be discontinued and why?
- We no longer offer a Title III program since the number of ELLs has dropped below 30 this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are offered equal access to all school programs, however there are no additional services offered after school specifically for ELLs due to lack of funding. This year we do not have any Title III funding available. We have a self sustaining after school program that for a nominal fee offers basketball, football, lego robotics, theatre, jewelry making, arts and crafts and wii. These programs are offered to all students at PS 6. Bus transportation is not provided for these after school programs. Translated letters are sent home to inform parents of the start of these programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Smartboards are in every classroom. We have a new computer lab and the school is also using ipads in the classrooms. The instructional materials in the ESL classroom include sets of books for Reader's theatre, Mondo materials, Linda-Mood Bell Visualizing and Verbalizing and K-5 Into English Language Stations.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Dictionaries, Spanish Math books and reading books support children in the ESL classroom.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All service providers support classroom teachers where required. ELLs are placed in age appropriate classes.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- A kindergarten tea was offered in the spring for newly enrolled Kindergartners and their families. The teachers also administered a placement test to assess foundational skills to newly enrolled students, to determine placement in classrooms. A summer camp program is also offered for students coming to PS 6. There is a fee for the camp, however all incoming students are invited to attend. The camp program is taught by many PS 6 teachers. This is a wonderful way for newcomers to begin learning English and make new friends at their new school.
18. What language electives are offered to ELLs?
- There are no language electives offered this year.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not have a dual language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1/2 . PS 6 has ongoing professional development given by TC for 10 days during the school year., Teachers in grades K-5 also take part in TC calendar days by attending workshops at TC throughout the year. The ESL teacher and one ICT teacher attended a specialized all day workshop at TC, in assessing Spanish students, in November. All information is then turn-keyed to staff. Our teacher center will offer training on standards in Math throughout the year. UDL training has been given to ICT teachers and self contained special education teachers. Our network will continue to support us through training in text complexity, ICT models and Danielson. Our administrators make sure that all staff is engaged in curriculum that follows the common core. This is done in house and at PDs outside the building. Common core is addressed at grade meetings, inquiry meetings and ongoing emails from administrators. ESL personnel will participate in all the professional development activities listed in the below calendar.

Speech teachers take part in yearly training for ELLs given by their department. Paraprofessionals attend inquiry meetings with teachers. They do not attend out of school training for ESL. Guidance counselors, school psychologists and secretaries do not attend specific training for ELLs. However they are fully aware of all compliance and accountability regarding ELL students.

3. Staff assists Ells in transitioning to middle school by a visitation and question and answer sessions among parents, teachers and students. The parent coordinator is available to answer any additional questions.

4. The ESL teacher is available for any teacher wishing to observe a lesson and during preps and lunch times to answer any questions. Funding is not available for in house training this year. So teachers needing training can do so after school and on weekends. The ESL teacher notifies teachers when such training is available. Special education are notified that they need 10 hours of training and other teachers need 7.5 hours of training.

Calendar of PD's for 2013-2014

9/20/13	K-2 Math Workshop Unpacking Common Core
9/23/13	K-2 Teacher's College Planning
9/30/13	K-2 Teacher's College
10/21/13	3-5 Teacher's College
10/28/13	3-5 Teacher's College
11/4/13	3-5 Teacher's College
11/18/13	3-5 Teacher's College
11/19/13	Text Complexity all staff
11/25/13	2-4 Math PD
12/2/13	2-4 Math PD
1/13/14	2-4 Math PD
1/27/14	3-5 Teacher's College
1/28/14	K-2 Teacher's College
2/13/14	3-5 Teacher's College
3/10/14	3-5 Teacher's College
3/12/14	New Teacher ESL traning
3/24/14	K-2 Teacher's College
4/7/14	K-2 Teacher's College
5/14/14	New Teacher ESL Training
5/19/14	3-5 Teacher's College
6/2/14	K-2 Teacher's College Planning Day for September 2014
6/11/14	3-5 Teacher's College Planning Day for September 2014

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Questions 1-4

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. The parent coordinator along with the teachers are very pro active in getting as many parents as possible to complete the surveys. This year an award was offered for classes that had the most surveys returned.

We have created 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. If an interpreter is needed than school personel will provide translations or interpretation services will be employed.

The PTA holds monthly meetings. All parents are invited to participate. The school is always encouraging more parents to volunteer and be active in their child's education. Notices are sent home weekly apprising parents of ongoing activities. We also have a school website that lists all special programs and activities for the month. A newsletter is also sent home monthly. This year the principal has a monthly tea during the school day where parents are invited to attend. It is an open forum for discussion. The Principal holds monthly parent meetings and the agenda at these meetings are focused around the needs of the community, all are welcome to attend. The parent coordinator sends out informal parent survey's throughout the school-year to gain feedback from the community.

Currently parents are offered computer access after school to assist in their child's learning. Future workshops are dependent on the school's available budget. Parents are invited by administration and classroom teachers through flyers sent home in the parent's native language. Translators or translation devices are always provided at workshops and activities, when needed. Because the school is non-title 1, we do not have any partnerships with CBO's for ELL families, however the ESL teacher is always looking for classess and activties for the ESL families.

E. 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.

There is no additional information.

Part VI: LAP Assurances

School Name: Corporal Allan F. Kivlehan

School DBN: R006

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cynthia DiFolco	Principal		
Dennis Forde	Assistant Principal		
Maryanne Speranza	Parent Coordinator		
Barbara McCauley	ESL Teacher		
Tara Joyce	Parent		
Michele Lacqua	Teacher/Subject Area		
Renee Breines	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
Ralph Santiago	Guidance Counselor		
N/A	Network Leader		
Gynene Schwartz	Other _____		
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: R006 School Name: Corporal Allan F. Kivlehan

Cluster: 4 Network: 409

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. The school's written translation and oral interpretation needs are reported by the principal to the school community at leadership meetings, PTA meetings and staff meetings. The ESL teacher provides the secretary with an updated list of students whose families need translations.

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. The school has a list of families requiring written translations for report cards and important notices. The secretary uses a google translation program for the translation and then the Spanish speaking security guard reviews the translation and makes some changes. The document is then sent home. Teachers have informed parents as to their rights in interpretation. Signs are posted at the entrance to the building in various languages. At registration parents are asked whether they would like school notices to be sent home in English or if they require translations. The office maintains a list of the parents needing a translation. Report cards are also translated.

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. Occasionally 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 services 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.