

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**31R006**

**School Name:**

**P.S. 6 CORPORAL ALLAN F. KIVLEHAN SCHOOL**

**Principal:**

**ELIZABETH WATERS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Corporal Allan F. Kivlehan School Number (DBN): 31R006  
Grades Served: Pre-K through 5<sup>th</sup> grade  
School Address: 555 Page Avenue Staten Island, NY 10307  
Phone Number: 718-697-3760 Fax: 718-697-3761  
School Contact Person: Elizabeth Waters Email Address: ewaters@schools.nyc.gov  
Principal: Elizabeth Waters  
UFT Chapter Leader: Arthur Avila  
Parents' Association President: Kathy Trippiedi  
SLT Chairperson: Jill Passantino/Thomas Barlotta  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A  
N/A

**District Information**

District: 31 Superintendent: Anthony Lodico  
Superintendent's Office Address: 715 Ocean Terrace Staten Island, NY 10301  
Superintendent's Email Address: Alodico@schools.nyc.gov  
Phone Number: 718-420-5667 Fax: 718-420-5677

**Borough Field Support Center (BFSC)**

BFSC: 31 Director: Kevin Moran  
Director's Office Address: 715 Ocean Terrace Staten Island, NY 10301  
Director's Email Address: Kmoran2@schools.nyc.gov  
Phone Number: 718-556-8367 Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Elizabeth Waters	*Principal or Designee	
Arthur Avila	*UFT Chapter Leader or Designee	
Kathy Trippiedi	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Dennis Forde	Member/Assistant Principal/Treasurer	
Mary Schneider	Member/ Teacher/Secretary	
Robin Brawer	Member/ Teacher	
Renee Esposito	Member/ Teacher	
Michael Anderson	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jill Passantino	Member/ Parent/Chairperson	
Thomas Barlotta	Member/ Parent/Co-Chairperson	
Deneen Lella	Member/ Parent	
Fran Buonoce	Member/ Parent	
Nicole Thompson	Member/ Parent	
Michele DiPietro	Member/ Parent	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Public School 6, the first new school of the millennium, represents a child-centered community where children are encouraged to "Achieve, Believe and Create their Dream." We seek to instill in our children a lifelong love of learning in a nurturing environment that promotes high standards. Our efforts to achieve this vision and bring success to all students centers on instruction in literacy, mathematics, higher order thinking skills, science, technology, the arts and social skills. We are committed to creating a partnership among parents and the school staff and community. Ultimately, we are dedicated to providing the foundation necessary for our children to become responsible citizens in an ever-changing society.

As described in our mission statement, P.S. 6 is "committed to creating a partnership among parents and the school staff and community." We consider our school to be a place where teaching and learning is a continuous cycle by students, parents and teachers. We have worked to ensure quality professional development is embedded into all our practices and that all stakeholders have a voice toward the positive trajectory that P.S. 6 is on. We believe that the definition of rigor is deeper than what you teach and the standards you cover; it's about how we teach and how students demonstrate their deep understanding of the content. We strive to create an environment that is conducive for growth, focused on high expectations and allows students to demonstrate their learning. We are committed to creating a partnership among parents and the school staff and community. Ultimately, we are dedicated to providing the foundation necessary for our children to become responsible citizens by being safe, responsible and respectful.

We are proud to be affiliated with Teacher Center, which is sponsored by The United Federation of Teachers (UFT). With our partnership we have been able to secure a full-time Math coach to further support our belief in P.S. 6 being a teaching and learning community. The Math coach supports staff, students and parents around the rigorous Common Core Learning Standards through lesson studies, workshops and planning time.

Teachers and teacher teams use a variety of data including authentic student work to place students in small groups and address their individual learning needs. The Integrated Collaborative Teaching model (ICT), enables the majority of the 25% Special Education population we service to receive a quality education.

Our community believes in a continuum of personal development for our students, staff and community that is coherent in its attempt to systematically address the many developmental needs of all stakeholders. The organizational structures that we have established incorporate a multi-faceted approach to fulfilling these needs. The progression of building blocks focuses on crucial inter-related areas for overall development. It is our belief that this holistic approach develops the whole child; creating productive, well-intentioned and compassionate citizens. One example of this is our Student Council. Students run for office by crafting and delivering a campaign speech. Once elected to the office, a teacher moderates the group and involves the students in decision-making processes.

When reflecting on the Framework for Great Schools, we are proud of the achievements we have made in rigorous instruction and collaborative teachers. For the last four years we have been developing content specialists in the 5<sup>th</sup> grade based on the depth and breadth of the Common Core Standards. Four years ago we departmentalized our 5<sup>th</sup> grade. We have two writing and reading specialists and two math and science specialists. The students are shared between two teachers, which offer collaboration not only around academic needs but social and emotional needs. Our teachers collaborate around content as well as grade level concerns. Last year we added two Special Education Content Specialists for our two ICT classes (one math/science and one reading/writing and social studies). In addition, we have identified focus standards, which our students struggle with on the ELA and Math State Test. We measure these standards three times a year (December, March & June). Through careful data analysis we address the gaps in the standards and the deficiencies in the pedagogy that cause students to fall behind. We are able to benchmark and measure the improvements throughout grades 3, 4 and 5.

This year, we have also departmentalized half of the fourth grade. With two ICT classes on the grade, we were able to create an ELA/Social studies and Math/Science general education specialist for these classes. In addition, the special education teachers in these ICT classes are also content specialists (one in math/science and one in reading/writing and social studies).

In the 2015-2016 school-year, P.S. 6 will embark on a learning partnership with I.S. 34 focused around rigorous instruction and collaborative teaching. Together, we will examine the Common Core Standards through best practices, lesson studies, inter-visitations and professional learning. Our hope is that we can bridge the gap from elementary to middle school through quality teaching and learning. This is another example on how P.S. 6 is preparing students to be college and career ready.

Over the course of the past five years, we have grown our arts program exponentially. We currently spiral instruction in all four of the arts disciplines- music, dance, theater, and visual arts throughout the grades. Students enjoy residencies in the aforementioned areas, and are afforded the opportunity to explore during culturally relevant field trips. At P.S. 6, the arts are inextricably entwined with academics; both are integral to the development of the "whole child."

At Public School 6, we have a specialized program for children with autism spectrum disorder. This language-rich program incorporates social skills development and strategies for processing sensory information. We utilize a multisensory behavioral approach in the natural setting while prioritizing grade level academics. The teachers and therapists receive specialized training and work in concert with a behavioral coach to increase student outcomes. Students are selected for this program subsequent to a comprehensive, multidisciplinary evaluation process.

### 31R006 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	688	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		1.5%	% Attendance Rate	93.6%
% Free Lunch		28.3%	% Reduced Lunch	11.9%
% Limited English Proficient		3.0%	% Students with Disabilities	26.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.8%	% Black or African American	0.7%
% Hispanic or Latino		11.0%	% Asian or Native Hawaiian/Pacific Islander	2.8%
% White		83.8%	% Multi-Racial	1.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		4.17	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	9.32
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		33.3%	Mathematics Performance at levels 3 & 4	39.1%
Science Performance at levels 3 & 4 (4th Grade)		91.8%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District			Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our school has conducted a comprehensive needs assessment to identify student performance trends in English Language Arts (ELA). We have analyzed quantitative data sources, such as the 2015 NYS ELA Test Item Skills Analysis, Focus Standard Assessments, and Unit of Study Summative Assessments. A summary of the results is detailed below:

- Data Source: 2015 NYS ELA Test Item Skills Analysis

The item skill analysis of the 2015 NYS ELA Test revealed that there were a number of standards on which students were performing below the city average. These standards were identified vertically for third, fourth, and fifth grade scores. In addition, the analysis revealed standards that were tested frequently. It was agreed to choose three major standards to focus on for the school year in ELA. The ELA Focus Standards for the 2015-2016 school year are:

#### Grade 3 Percent Correct on State Test

3.RI.2 47%

3.RI.3 34%

3.RI.5 42%

#### Grade 4

4.RI.2 47%

4.RI.3 41%

4.RI.5 68%

Grade 5

5.RI.2 49%

5.RI.3 45%

5.RI.5 52%

- Data Source: Unit of Study Summative Assessments

Summative classroom assessments in ELA indicate that student performance on the Focus Standards chosen for the 2015-2016 school year showed modest improvement during the 2014-2015 school year. The improvement, however, is not sufficient to assure that students are meeting the ELA standards for their current grade in sufficient numbers.

Based on a comprehensive review of this data, which has been disseminated to staff as well as members of the School Leadership Team, we have identified these ELA standards in grades three through five as a priority need in the area of rigorous instruction. The strategic choice of standards that progress in complexity through these grades will allow for vertical as well as horizontal alignment.

## **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students in grades 3-5 will demonstrate a 20% increase on each of the Focus Standards in ELA, as indicated by scores on the June administration of the Focus Standards Assessment.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>In December of 2015 grades 3-5 will administer a baseline Focus Standard assessment. The assessment will consist of 30 questions in the Informational domain. Each grade will analyze the results of the assessment with the guidance of the School Administration. Additional assessments will be administered in March 2016 and June 2016.</p>	<p>Students in grades 3, 4, and 5</p>	<p>December 2015 – June 2016</p>	<p>Administration  Grade 3-5 teachers</p>
<p>During the Professional Development block on Mondays, teachers will continue to map the focus standards in ELA, consisting of delineating concepts and skills, notes on the learning progression through the grades, development of success criteria and student friendly rubrics. Success criteria will allow students to have a clear means to assess their progress toward mastery of the standards. This is a process by which we will embed formative assessment practices for these standards.</p>	<p>All students grades 3-5</p>	<p>December 2015 – June 2016</p>	<p>Math Coach  Grade 3-5 teachers  District Professional Development  Administration</p>
<p>Teachers in each grade will meet to collaboratively determine the misconceptions seen in the student work for each standard, and determine where in the curriculum it is addressed. Teacher teams will research best practices and model lessons for the Focus Standards and infuse them into the teaching schedule.</p>	<p>All students in grades 3-5</p>	<p>December 2015 – June 2016</p>	<p>Math Coach  Grade 3-5 teachers  Administration</p>
<p>The administration will ensure that sufficient planning time is provided to allow for meaningful collaboration.</p>	<p>Administration</p>	<p>December 2015 – June 2016</p>	<p>Principal Assistant Principal</p>

<p>Lesson Study cycles will be conducted by grades throughout the school year to encourage collaboration in researching, developing, and delivering effective instruction for the focus standards.</p>	<p>Grade 3-5 teachers</p>	<p>December 2015 – June 2016</p>	<p>Math Coach Grade 3-5 teachers</p>
<p>The Learning Partners Program will afford us the opportunity to collaborate with Intermediate and Elementary schools to investigate best practices</p>	<p>Learning Partner Program Model Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administration</p>
<p>Parent Workshops will be conducted to strengthen parental support with the focus standards.</p>	<p>Parents</p>	<p>December 2015 - June 2016</p>	<p>Grade 3-5 teachers</p>
<p>Student Work Analysis Protocol: Teachers in grade bands will use the Student Work Analysis Protocol to identify student strengths and misconceptions.</p>	<p>Grade 3-5 teachers</p>	<p>December 2015 - June 2016</p>	<p>Math Coach</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>In order to support our annual goal in ELA, we will continue to use tax levy monies. We are not a Title 1 school and therefore have had to be creative when programming, specifically with our Special Education population. Through creative planning, we have been able to accomplish Response to Intervention on each grade. We have secured a partnership with Teacher Center which provides us resources and professional development.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>		<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>		<p>Other</p>

**Part 5 – Progress Monitoring**

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

December 2015 – Baseline administration of focus standard assessment.

March 2016 – Second administration of focus standard assessment.

By March 2016, students in grades 3-5 will demonstrate a cumulative 10% increase on each of the Focus Standards in ELA, as indicated by scores on the June administration of the Focus Standards Assessment. By

June 2016 – Final administration of focus standard assessment.

June 2016, students in grades 3-5 will demonstrate a 20% increase on each of the Focus Standards in ELA, as indicated by scores on the March administration of the Focus Standards Assessment.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our school has conducted a comprehensive needs assessment to identify student performance trends in mathematics. We have analyzed quantitative data sources, such as the 2015 NYS Mathematics Test Item Skills Analysis, Focus Standard Assessments, and Unit of Study Summative Assessments. A summary of the results is detailed below:

- Data Source: 2015 NYS Mathematics Test Item Skills Analysis

The item skill analysis of the 2015 NYS Mathematics Test revealed that there were a number of standards on which students were performing below the city average. It was noted that many of these standards were contained within the Fraction domain for all grades. In addition, the analysis revealed standards that were tested frequently. It was agreed to choose the Fraction domain as our focus on for the school year in mathematics. The mathematics Focus Standards for the 2015-2016 school year are:

#### Grade 3 Percent Correct on State Test

3.NF.3a 47%

3.NF.3b 45%

3.NF.2a 44%

3.NF.2b 46%

#### Grade 4

4.NF.2 64%

4.NF.3a 59%

4.NF.3c 49%

4.NF.4b 50%

4.NF.4c 44%

Grade 5

5.NF.3 47%

5.NF.6 28%

5.NF.2 49%

5.NF.4b 24%

5.NF.7a 43%

- Data Source: Unit of Study Summative Assessments

Summative classroom assessments in mathematics indicate that student performance in the Fraction domain has shown modest improvement over the 2014-2015 school year. The improvement, however, is not sufficient to assure that students are meeting the mathematical standards for their current grade in sufficient numbers.

Based on a comprehensive review of this data, which has been disseminated to staff as well as members of the School Leadership Team, we have identified these mathematical standards in grades three through five as a priority need in the area of collaborative teachers. Since the concepts and skills in the Fraction domain span all three grade levels, teachers will be able to collaborate to strengthen student achievement in this domain.

## **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students in grades 3-5 will demonstrate a 20% increase on each of the Focus Standards in mathematics, as indicated by scores on the June administration of the Focus Standards Assessment.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>In December of 2015 grades 3-5 will administer a baseline Focus Standard assessment. The assessment will consist of questions in the Fraction domain. Each grade will analyze the results of the assessment with the guidance of the Math Coach. Additional assessments will be administered in March 2016 and June 2016.</p>	<p>Students in grades 3, 4, and 5</p>	<p>December 2015</p>	<p>Math Coach Grade 3-5 teachers</p>
<p>During the Professional Development block on Mondays, teachers will continue to map the focus standards in mathematics, consisting of delineating concepts and skills, notes on the learning progression through the grades, development of success criteria and student friendly rubrics. Success criteria will allow students to have clear means to assess their progress toward mastery of the standards. This is a process by which we are embedding formative assessment practices for these standards.</p>	<p>All students grades 3-5</p>	<p>December 2015 – June 2016</p>	<p>Math Coach Grade 3-5 teachers District Professional Development Administration</p>
<p>Teachers in each grade will meet to collaboratively determine the misconceptions seen in the student work for each standard, and determine where in the curriculum it is addressed. Teacher teams will research best practices and model lessons for the Focus Standards and infuse them into the teaching schedule. Teachers will also meet across grade levels to strengthen instruction in this domain.</p>	<p>All students in grades 3-5</p>	<p>December 2015 – June 2016</p>	<p>Math Coach Grade 3-5 teachers Administration</p>
<p>The administration will ensure that sufficient planning time is provided to allow for meaningful collaboration.</p> <p>Lesson Study cycles will be conducted by grade throughout the school year to encourage collaboration in researching,</p>	<p>Administration  Grade 3-5 teachers</p>	<p>December 2015-June 2016  December 2015-June 2016</p>	<p>Principal Assistant Principal  Math Coach</p>

<p>developing, and delivering effective instruction for the focus standards.</p>	<p>Learning Partner Program Model Teachers</p>	<p>September 2015-June 2016</p>	<p>Grades 3-5 teachers</p>
<p>The Learning Partners Program will afford us the opportunity to collaborate with Intermediate and Elementary schools to investigate best practices.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Administration Model Teachers</p>
<p>Parent Workshops will be conducted to strengthen parental support with the focus standards.</p>	<p>Grade 3-5 teachers</p>	<p>December 2015-June 2016</p>	<p>Math Coach</p>
<p>Student Work Analysis Protocol: Teachers in grade bands will use the Student Work Analysis Protocol to identify student strengths and misconceptions.</p>			<p>Math Coach Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>In order to support our annual goal in Math, we will continue to use tax levy monies. We are not a Title 1 school and therefore have had to be creative when programming, specifically with our Special Education population. Through creative planning, we have been able to accomplish Response to Intervention on each grade. We have secured a partnership with Teacher Center which provides us resources and professional development.</p>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

December 2015 – Baseline administration of focus standard assessment.

March 2016 – Second administration of focus standard assessment.

By March 2016, students in grades 3-5 will demonstrate a 10% increase on each of the Focus Standards in mathematics, as indicated by scores on the March administration of the Focus Standards Assessment.

June 2016 – Final administration of focus standard assessment.

By June 2016, students in grades 3-5 will demonstrate a cumulative 20% increase on each of the Focus Standards in mathematics, as indicated by scores on the June administration of the Focus Standards Assessment.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>

**Part 4 – Budget and Resource Alignment**

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

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

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students in need of AIS are identified using ongoing formal and informal assessments: Teacher’s College running records, Foundations, Wordly Wise and NYS ELA exams	Response to Intervention, Wilson	As a result of these assessments, small group instruction is formed and individual needs are addressed providing students with multiple entry points	During the school day
<b>Mathematics</b>	Students in need of AIS are identified using ongoing formal and informal assessments: Reflex Math, Manipulatives where applicable, conferencing, graphic organizers to support problem solving and aligned instructional resources through EngageNY	Response to Intervention	As a result of these assessments, small group instruction is formed and individual needs are addressed providing students with multiple entry points	During the school day
<b>Science</b>	Through non-fiction reading and writing units of study, leveled non-fiction libraries, tier III word walls, picture cues and Internet investigations, science cluster teachers expose students to rich scientific concepts and language	Response to Intervention	Students in grade 5 who scored a level 1 or 2 on the NYS Science exam, receive small group instruction during the ELA block	During the school day
<b>Social Studies</b>	Through non-fiction reading and writing units of study, leveled non-fiction	Response to Intervention	Students work in groups supported by the teacher. Students receive small group	During the school day

	libraries, tier III word walls, picture cues and Internet investigations, classroom teachers expose students to rich social studies concepts and language		instruction during the ELA block	
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Problem solving techniques, PBIS, character building, coping strategies and anger managements skills	Response to Intervention	Guidance Counselor: Small group and individual counseling to address school related issues as needed during the school day	During the school day

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

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

#### **2b. High Quality and Ongoing Professional Development**

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

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

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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**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 the school. **[School name]**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** 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 the school community;

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

#### **School-Parent Compact (SPC) Template**

**[School name]** , 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 on assessments.

### **I. School Responsibilities:**

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 1<sup>st</sup> 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

- 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.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>6</b>
School Name <b>The Corporal Allan F Kivlehan School</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Elizabeth Waters</b>	Assistant Principal <b>Dennis Forde</b>
Coach <b>Robin Brawer</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Karen Alberti/Barbara McCauley</b>	School Counselor <b>Marc D'Orazio</b>
Teacher/Subject Area	Parent <b>Renee Esposito</b>
Teacher/Subject Area	Parent Coordinator <b>MaryAnne Speranza</b>
Related-Service Provider <b>Teresa Russo</b>	Borough Field Support Center Staff Member <b>Enrico Domingo</b>
Superintendent <b>Anthony Lodico</b>	Other (Name and Title)

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	632	Total number of ELLs	18	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	18	<b>Newcomers</b> (ELLs receiving service 0-3 years)	8	<b>ELL Students with Disabilities</b>	8
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	10	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	8	0	4	10	0	4	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																				

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	2	1	2	1	1	3								0
Chinese														0
Russian	1													0
Bengali														0
Urdu														0
Arabic		1	1	1	2									0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1	1								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	1			1	1	1								0
<b>Emerging</b> (Low Intermediate)	1	1				1								0
<b>Transitioning</b> (High Intermediate)	1		1		1	2								0
<b>Expanding</b> (Advanced)		1	2	1	2									0
<b>Commanding</b> (Proficient)		1	1	2	2	2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	2	0	1	2								0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0		0		0		0		0
4	1		1		1		1		0
5	2		1		0		0		0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 

Early literacy is assessed using TCRWP Running Records. The students are formally assessed three times a year (November, February, and May) and tracked in TC Assessment Pro. This assessment provides teachers with information about student phonetic and decoding skills and provides insight as to the student reading level. In addition students are informally assessed using teacher created assessments, in small group and individual conferences and by portfolio review. Teachers use this quantitative data to group students in appropriate guided reading groups. In addition, the information is used to provide differentiated instruction as needed. Grades K and 1 use Foundations to promote phonemic awareness skills.

Struggling students are brought to the attention of the Pupil Personal Team (PPT). The PPT meets weekly, Wednesday's at 9:30, and they decide upon the appropriate interventions to be implemented. Students continue to be monitored by teachers and support staff. Progress, regression or stagnation is reported within close timelines monitored by the teachers and the PPT. The students are re-assessed often to either be removed from monitoring when appropriate progress is achieved or further interventions are discussed.

This data shows that many of our ELL students are performing below grade level. This informs our school plan by helping us choose interventions that will move ELL student's progress at a quicker pace than their peers so they can catch up to grade level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

The current data indicates that students are strongest in speaking portions of the 2015 NYSESLAT administration, followed by Listening and Reading. Writing is the weakest area of all modalities.

Three pre-kindergarten students were tested using the NYSITELL's early administration window for September 2015. Out of these three students only one student was determined to be an ELL student. His home language is Russian.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

In prior years, the principal calculated using the Annual Measurable Achievement Objective (AMAO). The teachers were directed to use the data she analyzed in classroom goal setting and instruction.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Two students in grade three took the ELA last year. They are both below level. One student scored a 1 and the other a 2. The current three fifth graders who took the ELA each scored level 1. All three students have IEPs.

Four students took the Math test in third grade. We had one child score in each level. The child who scored level 4 had the test translated for her in Arabic. All other students took the English Math test since they do not read Spanish. In grade four two fourth graders scored level 1 in Math and one student scored level 2.

Three students took the Science exam in fourth grade. One scored level 2 and two students scored level 3. All tests were taken in English.

- b. For the past two years ELL periodic assessments have not been given at PS 6. Therefore we do not have periodic assessment data.
- c. In the past, periodic assessment data revealed that the periodic assessments were good indicators of NYSESLAT performance. This year we will be incorporating [www.nyc.schoolnet.com](http://www.nyc.schoolnet.com) to create our own assessments for ELLs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Standardized testing data from the NYSESLAT is analyzed to uncover strengths and challenges in the four modalities as aligned to the CCLS. This data is then triangulated with other forms of formative and summative data to target learning within a give CCLS aligned unit of study. Educators use this data to develop specific instructional strategies to meet the needs of students within the different tiers of the RTI framework for instruction.

In Tier 1, teachers engage ELL's in a strong instructional core that is differentiated to meet the learning needs of students as revealed by various data sources. Teachers model higher order thinking as well as model oral fluency. Teachers incorporate cultural background, student native language and interest in order to maximize student success at the core instructional level of the RTI framework. Teachers continually collect data to monitor the progress of the receptive and productive domains of learning. They also monitor content learning as well as language development. Teachers use various assessment measures suitable for the language proficiency level of the ENL student. Some examples are cloze paragraphs, matching, labeling, oral interviews, conferencing and exit slips. Gradually more summative assessment data is collected, for example unit tests and performance tasks to determine continued intervention needs.

If intensive intervention is needed, the student will receive targeted instruction based on core teacher's recommendation and documentation. The stakeholders involved with this student's education will continuously monitor progress of targeted instructional goals. Benchmarks and learning goals will incorporate knowledge of new language acquisition while aligning to the CCLS. Students will be supported based on individual need in order to evaluate learning issues.

6. How do you make sure that a student's new language development is considered in instructional decisions?
- There are many factors that are considered when assuring that a child's second language development is considered when making instructional decisions. The child's native language, native language proficiency, cultural norms as well as family dynamics are considered. Teachers engage in strategies to promote basic interpersonal second language development while simultaneously developing cognitive academic language. This is achieved by providing explicit instruction on academic vocabulary, and interacting with complex texts while promoting peer interactions, native language use and oral fluency. We integrate the four modalities to assure that strengths and challenges are addressed as revealed by the NYSESLAT data. In addition the corresponding Bilingual, New Language Progressions are used as a tool to design differentiated instruction and assessment that support a child's new language development.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?

- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We use several data sources, both large-scale and classroom, to evaluate the success of our ELL program. The Bilingual Progressions are used in order to monitor students' progress towards meeting the CCLS that are aligned to a unit of study. As a result of employing several formative assessment tools teachers are able ascertain the receptive and productive increases in ENL student learning. Some assessment tools are: conference notes, written responses and student self-assessments. In addition teachers use the Bilingual Progressions to scaffold reading lessons for ENL students with different needs. Students are then evaluated using Teachers College Running Records, Spelling Inventory and High Frequency Word list. This data is captured in Teachers College Assessment Pro. This data is disaggregated for sub-groups. The analysis of this data is another way we formatively evaluate our ENL program in order to adjust instruction. ENL methodologies are used in all classes to provide access to rigorous content for all learners. The NYS ELA and Math Test item skill analysis are analyzed in order to prioritize instruction to evaluate progress towards meeting AYP. Now that the NYSELAT is aligned to the CCLS, we use it to monitor changes in proficiency level and scale score in order to best prepare our students to meet AYP.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

When students enroll at PS 6 they are given an admission package by the school secretary who has been trained in the admission process. Every parent and child preregistering for Kindergarten in September is given a registration appointment and a separate evaluation appointment. The ENL teacher is contacted and when available will administer the HLIS during the registration process. If the ENL teacher is unavailable during the registration appointment the student and parent are given the HLIS and are both interviewed during the evaluation meeting. The pedagogue evaluating the student for kindergarten readiness, with the support of ENL teacher, will administer the HLIS and conduct the interview of both the parent and the student. Spanish translation is available through bilingual staff members. For other languages the person administering the interview will use the translation and interpretation line to phone a translator to conduct the interviews for both the parent and child in the language of their choice.

For a student entering a NYCDOE school at another time and in other grades the ENL teacher and grade leader will work directly with the school secretary, parents and student to administer the HLIS and the interviews. Once a student is identified as having a home language other than English the student will be administered the NYSITELL within the first 10 days of their enrollment. Answer documents must be scanned into ATS within 10 days of enrollment. Pre-registered kindergarten students who have been identified as having a home language other than English will be given the NYSITELL during their June kindergarten readiness meetings. If the parent and student miss the appointment or are unable to make the appointment the ENL teacher will reach out through phone calls and letters in the home language to schedule something that works for all parties. If a time cannot be agreed upon the student will be administered the NYSITELL in September. Within 5 school days of ELL determination schools must inform parents of ELL status using the NYC DOE standard notification letters.

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

Schools must print Spanish LAB answer documents using the RSLA function in ATS. After the Spanish LAB is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. Scanning beyond this window will result in noncompliance.

Students who are reentering school after having been enrolled in a school outside of NYC and/or NYS for 2 or more years will complete the entire ELL Identification Process again. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for less than 2 years are not eligible to go through the ELL Identification Process; these students should continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYC and/or NYS public

schools.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
SIFE students are identified using information from the SIFE questionnaire, student records, educational history, the LENS and student work within 30 days of enrollment. A student can be identified as SIFE only if they
- are newly enrolled AND
  - in grade 3-9 AND
  - scored entering or emerging on the NYSITELL

We have no SIFE students at this time.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
In regards to students entering the NYCDOE with an IEP.

NYSITELL eligibility for students entering schools with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). This team will be comprised

- Dennis Forde – AP (Administrator)
- Karen Alberti – ENL teacher (TESOL)
- Teresa Russo – SETTS Teacher (Special Ed)
- The parent of the student

The LPT will meet to discuss the students and they will collectively decide whether the student should take the NYSITELL. The LPT will consider the student's English language development including but not limited to

- The student's history of language use in school, at home and their community
- Assessments in both English and their home language
- Information provided by the Committee on Special Education as to whether their disability is a determining factor affecting whether the students can demonstrate proficiency in English.
- Based on the evidence, the LPT will make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

- If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL.
- If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review.
- The principal must accept or reject this recommendation.
- If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student
- If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language.
- Once ELL status has been determined by the LPT, parents will be notified in writing within 20 days. In addition, any modifications to the IEP will be made by the SBST.

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form found in the ELL Policy Guide must be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Within 10 days of their first registered day of school all students will be identified as ELLs or non-ELLs according to the score on the NYSITELL. The NYSITELL answer documents will be scanned into ATS the day the NYSITELL is administered. Parents of ELLs are notified of entitlement by the Continued Entitlement Letter, as well as the Continued Program Selection letter. Parents will also be notified if

their child is not entitled after testing. It is important to note that the scan date will be counted toward compliance and not the test date that is bubbled in on the grid. Within 5 days of their identification as ELL's parents will be notified and invited to a parent orientation, which will be held within those first 10 days. All correspondence is sent in the parent's preferred language. Correspondence is sent by the ENL teacher.

At the Parent Orientation Meeting parents will complete the Parent Selection Survey to select the ELL program they want their student to enroll in. If a parent selects an option that is unavailable at PS6 the ENL teacher, parent coordinator, and pupil secretary will work with the family and the district to place the student in the program of their choice. If a parent does not select a program for their student the child will be placed in a bilingual education program. Every parent will receive program placement letter. The ELPC screen will be completed with 20 days of initial enrollment.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

As part of the Program Placement Letter from the DELLSS, parents will be informed that within 45 days of initial enrollment they (or student over 18) are able to appeal their ELL status in writing in their chosen language. Once this appeal is turned into the school, the ENL teacher, classroom teacher and principal will meet to assess the student's ELL status. The team will make a determination using student data, taking into consideration the parent concerns. They will update the parent immediately.

If the team decides to begin the process to override ELL status they will pass the determination and supplemental paper to the superintendent.

The team along with the superintendent and support staff will make a determination within 20 days of the appeal. The student will either remain in the ENL program or will no longer be serviced according to their ELL status. If the student is no longer receiving ELL services the ENL teacher and classroom teacher will intensely monitor the students progress. They will meet together often and update the principal and parent of their findings.

Within 6-12 months the team will reconvene to discuss and make a final determination for the students to either rejoin the ELL program or have their ELL status revoked.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The Parent Orientation will be held within the first 10 days of enrollment. A letter is sent home in the home language inviting all newly identified ELL student's parents which includes the date, time and location of the meeting. The letter is sent home with the student along with the NYC DOE Guide to ELL Programs. All letters and guides are sent in the parent's preferred language. The parents will review the guide before coming to the meeting.

At the Parent Orientation meeting the NYC DOE video will be presented in the parents preferred language. There will be interpreters from the building along with invited community members who speak the parent's language in addition to a phone connected to the Translation and Interpretation Unit in order to explain each program available to for their children. After viewing the video, the parents are advised to select the program that they feel will work best for their child. Parents asking about Transitional Bilingual or Dual Language programs are informed that if they select Transitional Bilingual or Dual Language, their child will be transferred to another school that offers the specific program they prefer. They are also made aware that school bus transportation services may not be available from the school that offers the programs and that their child's transportation to and from school will be the parents' responsibility. A survey is distributed that asks the parents to state the program of their choice for their child's language instruction. Parents are advised that if they do not make a choice, they will be automatically be considered as having chosen the Transitional Bilingual Education program as mandated by CR Part 154.

For parents who are unable to attend the meeting there will be a phone call along with the re-sending of information to ensure that the parent is given all the mandated information. The letters that are sent home all have a return signature and are recollected by the ENL when they are returned to school. They are kept on file. All phone calls will be recorded in a log and kept on file with the ENL teacher. It will be the ENL teacher's responsibility to make contact and keep records of all contact.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- The Parent Survey and Parent Selection Form must be completed for all newly identified ELL students in order to complete the ELPC screen. The ENL teacher will print and send all mandated letters home to the parent in the preferred language, including the determination letter. At the Parent Orientation Meeting the parent will be given The Parent Survey and Parent Selection Form and asked to choose a program for their child. The ENL teacher will be responsible for ensuring that all forms are completed within 10 days of initial enrollment. The ENL teacher will photocopy the form and place the original in the student's cumulative record and maintain a copy in the ELL Compliance Binder.
- If at any time a TBE/DL program becomes available in the school, and a parent has indicated this as the program of choice, they will be notified by telephone and letter, offering a change of program for their child.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. PS6 will monitor the parent survey and program selection form status using the ELPC screen in ATS. If the program selection and survey were not re-entered, the screen will indicate no designated program choice. In cases with no program choice designation in ATS the school will follow up with phone calls reminding parents to return the forms immediately. If parents make no choice or cannot be reached, the default program choice of TBE is instituted for the student.
9. Describe how your school ensures that placement parent notification letters are distributed. All letters that are mandated to be sent home to ELLs and FELLs are sent home in both the parents preferred language and English. Every letter has a parent signature space and is to be signed and returned the next school day. The letters are backpacked with the child. The returned letters are collected by the classroom teacher, placed in the sweeps envelope and are placed in the ENL teacher's mailbox. The ENL teacher keeps a record of all letters sent, the dates when they were sent, phone calls about letters that were not returned and dates when letters are sent at additional times. When the letters are returned they are photocopied. The original is placed in the cumulative folder. The photocopy is placed in the ELL Compliance Binder, which is located with the ENL teacher.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The ENL teacher keeps a photocopy of all critical ELL documents, which include the following:
- Home Language Identification Survey (HLIS)
  - Parent Survey and Selection Form
  - Entitlement letters (newly identified ELL's)
  - Continued entitlement letters (continuing ELL's)
  - Non-entitlement letters
  - Language Proficiency Team NYSITELL Determination Form
  - And all other additional forms or letters pertinent to ELL programming and placement
11. 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 testing window for the NYSESLAT is on the calendar at the start of the school year. The ENL teacher works with the pupil accounting secretary to monitor all ELL's in the building throughout the year. The NYSESLAT tests are ordered in January for the ELL's based on a current RLAT. As the testing window approaches, the ENL teacher works with the Testing Coordinator to ensure all testing security is maintained. The ENL teacher schedules the testing periods during the testing window observing all guidelines for a proper and optimal testing environment. All testing accommodations written in the IEP are followed. The ENL teacher proctors all testing sessions at PS 6.
- During the speaking session of the exam, the ENL teacher administers the test individually while a designated teacher scores the student answers.
- The students are grouped according to grade band and administered the remaining three test sessions on different days. The ENL teacher uses an EXCEL spread sheet to ensure that each student has taken each of the 4 sessions of the NYSESLAT. In the event that a NYSITELL student enters the schools during the NYSESLAT administration window, the students should first be administered the NYSITELL to determine ELL status. If the student is determined an ELL, the student should also be administered the NYSESLAT to the extent possible.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
**P.S. 6 ensures that entitlement and transitional support parent notification letters are distributed. Copies of letters are retained in the ELL parent binder. Letters are sent home in student's class folders.**
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
**For the past several years, according to the ELPC screen, the parents have selected stand alone ESL as their primary choice for their children's placement in ELL programs. This is the only program offered at PS6. If parents choose DL or BE as their first choice they defer placement to stay at PS6. The trend in parent program choice has been the free-standing ENL program.**
- If ever there are 15 students across two consecutive grades with the same home language another program will be instituted.**

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- Freestanding ENL program.  
**We have a free standing ENL program at PS6. Students are grouped heterogeneously in general education classes. Each grade also has an ICT class. There are two ICT classes on fourth and fifth grade. ELL Students in grades K-5 are in 16 different classes. Many of our ELLs are in 12:1 classes with two grades in each class or in ICT classes across the grades. Therefore all ELLs are in many different classes. To meet the mandated minutes of instruction the ELLs that require stand Alone Instruction are in two groups (K-2, 3-5) There are two ENL teachers. One full-time teacher who is split between two schools. She services children on Mondays, Wednesdays and Fridays. The F-status ENL teacher services the children on Tuesdays and Thursdays. Each day students are served in a stand alone model and an integrated model. The ENL teacher pushes into a classroom on the grade to service the children in that grade requiring in class (integrated) instruction.**
  - TBE program. *If applicable.*  
**N/A**
  - DL program. *If applicable.*  
**N/A**
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
**ELLs within each classroom have various proficiency levels in terms of language proficiency, literacy levels and student's home languages. Teachers are attentive to these differences and design instruction accordingly. Using the NYSITELL for new admits and the NYSESLAT results for others, instructional time is determined for each individual student. The seven students that are entering and emerging receive four stand alone periods and four integrated periods of instruction in each grade. Students in K-2 are grouped together during stand-alone instruction. Students in grades 3-5 are also grouped together in stand-alone instruction. Transitioning ELLs receive two stand alone and two Integrated periods of instruction. Six expanding ELLs receive four integrated periods of instruction in each of their grades. The eight commanding ELLs receive two integrated periods of instruction in their grades.**

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In the integrated classroom, ENL methodologies are utilized to address the language and academic achievement needs of our students. Building and tapping into background knowledge is a priority embedded in instruction. Multicultural norms and customs are part of the learning and considered when planning. The Bilingual progressions are used to scaffold instruction and provide linguistic supports to students at various levels of language proficiency. Teachers also incorporate a student's existing home language skills to enhance achievement. In addition opportunities for academic language instruction and student interactions has been increased. Other supports to increase comprehensible input, such as visuals, word banks and graphic organizers, are a standard part of planning for and delivering instruction in our ENL program.

The integrated classroom is primarily a co-teaching model. This model allows the delivery of content to be differentiated by content, process or product. It allows for small group instruction and /or two teachers as lead teachers delivering instruction for different groups of students based on need.

There is one dually certified teacher who provides integrated instruction to K-2 ENL students using the above, described methodologies. This teacher also provides stand- alone ENL instruction to develop students' English language skills. Some of the instructional foci are: phonemic awareness, fluency building, English Language Conventions, Dictionary /and bilingual glossary use for support. Guided Reading is also an integral part of our stand-alone model.

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

As stated above, a student's existing home language skills are used, as well as formatively assessed, to maximize academic achievement of our ELL students. The Home Language Arts Progressions are used to monitor a student's home language literacy skills. Instructional resources and assessments are translated as needed to foster both English Language development and home language literacy. Parents are given instructional materials in their preferred language where available to assist and contribute to their child's English Language development and home language literacy.

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

Students are engaged daily in the receptive and productive domains of language learning. The Bilingual Progressions provide activities and supports for each modality/domain within each standard and language proficiency level. These progressions provide a window into a students' ability within a modality and are used to evaluate progress in the four domains: speaking, listening, reading and writing. Some activities/assessments are:

Speaking – Students participate in peer conversations and one -to -one conversations with the teacher. Visula supports, TPR (Total Physical Response) and other contexts are provided to facilitate speaking skills. Conference notes, checklists and rating scales are used to formatively assess speaking skills.

Listening – Students are asked to follow simple one step directions to multi-step directions. While walking to and from the ENL classroom the ENL teacher makes note of listening skills. The students are read books and passages and asked to recall information. The students are taught strategies to record their thoughts while listening that are specific to their grades and proficiency levels. Observation and anecdotal notes are used to formatively assess listening skills. In addition use of varied note taking strategies are monitored for evaluative purposes.

Reading – The students engage in shared reading, choral reading, poem reading, guided reading and independent reading through the year in both the ENL class and their home class. The students are given differentiated strategies and skills through these different models to achieve success in reading for enjoyment, information and critical analysis with both fiction and non-fiction texts. Running records, reading respose journals, questioning and discussion are used to formatively assess reading and comprehension skills.

Writing – Throughout the building teachers model grade appropriate academic writing. The students engage in shared writing, partner writing, and independent writing of different genres according to the TC curriculum map. Students work in small groups and in conferences to build upon their writing successes and correct errors. Building-wide teachers are working to create Assessment Capable Learners who are able to analyze their work and determine their next steps. Constructed responses, extended reponses, completion of flow charts, rubrics, checklists and student self-assessments are ways in which we ases students in the writing modality.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer

- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a. SIFE – These are ELL’s who have entered a US school after second grade, have had at least two years less schooling than their peers and function at least two years below expected grade level in reading and math.

SIFE, like other ELLs, need

- Mastery of English
- Application of literacy skills and background knowledge to the study of academic subjects taught in English

SIFE also need

- Literacy skills in the L1 (or L2) for the study of all academic subjects
- Background knowledge to take them to grade level
- Strong motivation
- A positive attitude from both themselves and their teachers towards education in both their home language and English.

Currently there are no SIFE students at PS6 but if a SIFE student enters the building below are some strategies we would use to support their progress:

- rigorous curriculum with technological support
- Intensive literacy instruction with all teachers and support staff
- content knowledge taught in the home language through translation or technology
- intense ENL instruction

The ENL teacher, home class teacher and parent coordinator would work together to engage the parents and find CBO’s to offer further support to the family and student.

b. Newcomers – ELL students receiving services from 0-3 years

Newly identified ELL’s require specific instruction to gain the skills to successfully integrate a new language. Such as but are not limited to:

- Exposure to daily reading of
  - Picture based books with limited text
  - Books that contain repetitive, predictable phrases
  - Books that have high frequency words and simple sentences.
- Teachers will support students' comprehension as much as possible by
  - reading sentences at a slow-to-normal speed, using an expressive tone
  - Pointing to the words in the text as they are read. This is particularly useful for students who need to learn the left-to-right flow of English text
  - Pointing to the corresponding pictures as they are read
  - Acting out the story
  - The use of visuals, utilizing Google images, SMART boards and ipads along with manipulatives and "realia."
  - While reading teachers will verify comprehension of the story by asking newcomer students to show what they know by pointing to items in the illustrations and asking simple comprehension questions with yes/no and either/or questions at first, and then move to fill-in-the-blank or who/what/when/where/why questions when students are more comfortable.
  - The teacher will read the same story on successive days and pause at strategic points and invite students to supply the words or phrases they know. Newcomer students once familiar with the story will often begin to engage in reading the text along with the teacher and class as you are pointing to the words.
  - Teachers will use big books, large poster texts and the SMART board where both the text and illustrations can be easily seen.
- The ENL teacher and classroom teacher will also take the time, if necessary, for the English alphabet to be taught. Remembering that pre-literate students and newcomers schooling may vary dramatically when they speak a language that does not use the Roman alphabet, which at PS6 included Arabic, Chinese, Russian and Hindi. These students may require direct instruction of letter recognition, formation and beginning phonics.
- Phonics will also be taught with context. Using literature and material concepts such as letter recognition, beginning and ending sounds, blends, rhyming words, silent letters, homonyms and more. When useful and purposeful phonic and grammar worksheet may be used to reinforce new phonetic skills.
- Teachers will check student’s comprehension frequently because all though the student may decode accurately they have not been able to construct meaning out of the words they have read. Newcomers will be taught strategies to self-monitor their reading. Comprehension can be checked with the following activities:
  - Graphic organizers – visual depictions of information allow ELLs to better understand the material while learning

important vocabulary.

- Write individual sentences from the text on separate sheets of drawing paper and have the students read each sentence and illustrate it.
- Have student sequence material from a story: print sentences from a section of the story on paper strips, mix the strips; have students put them in order.
- Check students' ability to order words within a sentence; write several sentences from the text on individual strips of paper; cut the strips into words; have students arrange each group of words into a sentence.

- Teachers will use audiobooks for ELL students. Using books on CD, the Internet, or podcasts of the stories you are reading in class. If the stories haven't been recorded, set up a tape recorder and record stories as you read. Newcomers will have the opportunity to listen to a story and read along as many times as they wish.

- The ENL teacher, the home class teacher and parent coordinator will work with the parents and family to support home language literacy and encourage reading outside the classroom. By encouraging the families' utilization of CBO's, the public library and more. Along with grade and proficiency level books sent home from the school.

- When deemed appropriate the ENL teacher and class teacher will create individualized activity packs for newcomers. These activity packs will enable entry-level students to work independently on activities suited to their specific needs, such as phonics practice or vocabulary exercises. The students will be encouraged to work on these activities when they cannot follow the work being done in the classroom. Remember, however, not to isolate the newcomers from their peers with separate work all day long. They, too, need to be a part of your class and should be integrated as much as possible.

- When deemed appropriate the ENL teacher and class teacher will create learning centers for newcomers where they in turn will be able to teach their classmates about their home language. These centers will include maps, the alphabet, words and items appropriate to the newcomers and their home language.

#### c. Developing – ELL students with 4-6 years services

These ELL students, in addition to having some of the needs newcomers have, need further interventions and strategies used to bolster language acquisition. This is also the time teachers and administration have to be diligent about taking the steps to determine a language acquisition need vs. a learning disability.

These students need:

- To be able to “unpack” unfamiliar vocabulary using the tools available to them such as both bilingual and English language dictionaries, glossaries, technology, using context clues and more
- To be exposed to different levels of text complexity and be given the skills and strategies to fully comprehend the texts.
- To have language specific goals to increase literacy and fluency
- To have content specific information scaffolded for them
- To be taught academic English when speaking and writing
- All newcomer strategies for comprehension will be utilized at a higher language proficiency level
- Continued use of modeled academic writing with small group instruction, individual conferences and graphic organizers to support success

#### d. Long-term – ELL's students with 6 or more years of services.

Since PS6 is a K-5 there are no ELL's in the building with 6 or more years of service

#### e. Former ELL's - up to two years after exciting ELL status

These students are serviced with the new mandate of .5 units of study. Depending on their grade and needs their minutes are served within the Science period or with a small group in Stand Alone ENL. They are given various supports to bridge and residual gaps they may have in their language acquisition.

In addition to all of the above strategies these students need instruction in:

- Specific language skills taught
- Higher Order Thinking Skills
- English Language structure
- Tier 3 Vocabulary instruction

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12

months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3 (i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the Superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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?

Eureka Math is used as a resource and tool to enable students to master math standards. This is a grade level, UDL designed program that includes differentiation strategies for classroom application. Teachers align this program to the CCLS and use the Bilingual progressions to scaffold instruction for ELL students.

We utilize the Teachers College Reading and Writing Program as our primary resource for ELA instruction. Students are exposed to grade level texts and tasks that are scaffolded appropriately according to new language development and proficiency.

Engaging in thematic units of study, accessing and building prior knowledge, choosing academic vocabulary to enhance comprehension, increasing comprehensible input and student interactions are some instructional strategies used to provide access to content and and foster language development for SWD's and ELL 's.

Smartboards create interactive learning opportunities and iPads are used to reinforce concepts and provide differentiated and adaptive learning experiences for Students within certain sub-groups.

All teachers have access to any student's IEP that they teach. IEP's are consulted regularly to assure that appropriate services are being given as well as to monitor progress to IEP Learning objectives.

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

The use of the curricular at PS6 for ELLs that are SWDs is the same as the NYS mandated curricular for the students' grade level. In the classrooms teachers are required to design learning opportunities that integrate reading, writing, speaking and listening within the practices of each discipline. Because of the large number of ICT classes SWDs spend time with their non-disabled peers.

ELL-SWDs are placed in ICT classes in order to ensure a least restrictive environment. Scheduling flexibility is adhered to in order to assure ELL-SWDs to achieve their IEP goals and attain English proficiency. PS 6 has an ICT class for each grade. Students continue in these classes unless it is determined that they need a 12:1 class if they are unable to meet rigorous, grade level academic standards of the ICT class.

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Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

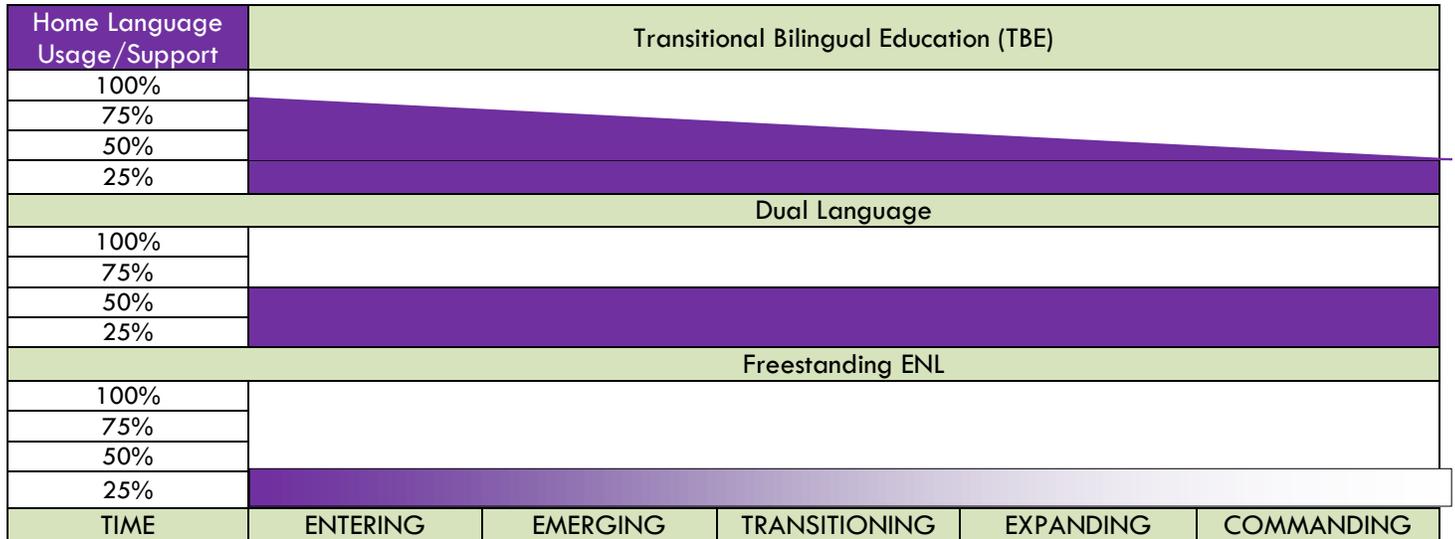


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our targeted intervention program is an RTI model. Wilson trained teachers support the RTI program. Daily exit tickets in math are utilized to form small groups for remediation. Science teachers provide small group instruction to students as needed. All intervention programs are offered in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Data reveals that students who have been serviced with these programs have made progress as indicated by scores on the NYSESLAT assessment. Classroom teachers collaborate with the ENL teacher to develop strategies within the classroom. Classroom assessments are analyzed to provide for targeted instruction based on student needs.
12. What new programs or improvements will be considered for the upcoming school year? P.S. 6 uses the Teachers College Reading and Writing Project units of study for both reading and writing. Wordly Wise is incorporated for vocabulary instruction for Tier 1-3 words. Foundations is used in grades K-2 to develop phonemic awareness. Accessing Complex Text will be introduced in grades 3-5, with a companion program for grades 1-2. In Math, Eureka Math is used for grades K-5. Eureka Math is a UDL designed program with specific suggestions for differentiation for our ELL's.
13. What programs/services for ELLs will be discontinued and why? None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. All after school programs are available to all students. LatchKey is offered after school every day as an extension of the school day. After school sports such as basketball, flag football, etc. are offered throughout the year. Different subject based clubs such as drama, math, cooking and art are also offered after school.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. Various instructional materials are used to support ELLs. ELLs are exposed to materials such as visual aids, glossaries, and books aligned to their individual reading level. The reading and writing program as well as Eureka Math have an ELL component built in for ELLs. Furthermore, technology is used through Smart boards with computer based interactive lessons for literacy, math, science and social studies. P.S. 6 also has a school messenger system and a school web-site that are always viable resources for ELLs to access school information.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? Native language support is delivered in P.S. 6's ENL program by the use of content area glossaries, bilingual dictionaries, visual aids and technology. In addition, books are provided in the student's native language to support literacy at home.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. All service providers and classroom teachers collaborate to best support ELLs. Classroom teachers and service providers share materials to reinforce lessons through multiple entry points.. All teachers of ELLs are aware of the age, grade level, and language proficiency of their students, so they can best assist them in reaching language proficiency and goals. The Bilingual Progressions are used to develop a targeted approach to instruction based on the language proficiency of each individual student.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator). Newly enrolled ELL students meet with the ENL teacher at registration. An information interview is conducted assistance is provided in filling out the home language survey. Parent of NYSITELL eligible ELLs will be informed that their child will be tested for ENL within 10 days of enrollment. At the time of the interview parents are able to ask any questions they may have regarding their child. In addition, an ENL parent orientation meeting is also for newly enrolled ELLs.
- In September, the parents are invited to a curriculum night where the grade specific teachers lead workshops about the curriculum for the year. In October, the parents are invited to attend a school day during open school week to see what a typical day for their student is like.
19. What language electives are offered to ELLs? No language electives are offered at this time.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The ENL teacher attends the Division of School Support and Instruction professional development meetings provided by the Borough Field Support offices and meetings by the office of English Language Learners when applicable. The ENL teacher and the Principal attend professional development meetings and turn-key the information to classroom teachers. The classroom teachers will continue to attend all mandated ENL professional development hours as needed.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Teachers of ELL's are part of the DELL's Office e-mail blast and are offered to attend trainings that they feel will benefit their instruction. Professional Development will be offered to integrate the information available in the Bilingual progressions.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
As our ELL's transition into middle school we prepare them as we would all other 5th grade students. Fifth grade is departmentalized, so students are accustomed to moving from class to class. They are taught to manage their time effectively, manage their homework and become self-directed and assessment capable learners. The ENL teacher speaks with each student individually about his or her progress and what being an ELL student means for their middle school experience. The ENL teacher also reaches out to the middle school to let them know about the incoming students for the following September. A fifth grade orientation is held by the middle school to explain the articulation process, increase understanding of the expectations for the transition from elementary to middle school, and gain knowledge of instructional choices offered by the middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
All teachers are aware of the 15% of ENL training required. The principal keeps a Professional Development log of all PD that is attended throughout the year as well as agendas and attendance sheets.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

1&2. The school ensures that the school provides annual individual meetings with parents of ELL's to discuss goals of the programming, language development, progress, language proficiency assessment results and language development needs in all content areas during the Tuesday afternoon Parent Engagement time. These meetings are in addition to Parent Orientation and Parent Teacher Conferences. The meetings are scheduled with the parents through interpreted phones calls and letters with tear offs at the bottom. Records of these meetings will be kept with the ENL teacher. The classroom teacher and service providers are invited to attend these meetings.

All contact with parents is documented with records that are kept in a binder maintained by the ENL teacher.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All activities at PS6 are inclusive. All parents are invited to PTA nights, curriculum nights, PTA meetings and more. Information that is sent home is made available in interpretations for parents with a home language other than English. Parent workshops are conducted to make parents aware of the CCLS in mathematics and language arts. Testing workshops are offered for parents of students in grades 3-5.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Not at this time
5. How do you evaluate the needs of the parents?  
The parent coordinator and ENL teacher reach out to parents through out the year in the above-mentioned ways and they constantly evaluate parents needs. Parent surveys are provided to allow parents to identify areas in which they need support.
6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities address the needs of our parents to stay informed on school-wide news. All parents including parents of ELLs are encouraged to visit our school's website. The website can be translated into different languages. This website contains important information. P.S. 5 has provided parents with a parent handbook. In addition P.S. 5 offers a school-messenger, which is a phone message service that delivers pre-recorded school messages to telephones and cell phones. Parents will also have an opportunity to attend parent workshops, attend school-wide and classroom level events.

### D. Additional Information

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

Paste response here:

## Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01



**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 006      School Name: T**  
**Superintendent: Anthony Lodico**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

1. During the registration process the secretary and interviewing pedagogue ensures the parents choose a language for the Parents Preferred Language as part of the HLIS. This information is updated into ATS. All forms and surveys conducted by the school are given to the parents in their preferred language. Class teachers make sure to update the secretary if there are changes to the parents preferred language. In addition, all student emergency contact cards list parents' written and oral language as well, to inform all school staff.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

2. Spanish - 12, Russian – 3, Chinese -1, Arabic – 1, Hindi – 1

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

1.P.S. 6 will follow Chancellor's Regulation A-663 required that documents produced by central DOE offices and schools which contain critical information regarding a child's education that is translated into the covered languages. P.S. 6 will ensure that all translated documents are readily available when notices go home to English speaking students and parents. Documents containing critical information are translated including, but are not limited to, the following areas: Registration, application and selection, standards and performance, conduct and discipline, safety and health, special education and related services, entitlement to public education or placement in any special education, English language learner or non-standard academic program, transfer and discharge, and legal or disciplinary matters. The T & I Unit is responsible for translating the majority of these documents into the covered languages and P.S. 6 will ensure that this is done in a timely manner. Translations into non-covered languages are obtained from qualified contracted vendors. PS 6 also uses the Translation Services for oral translations and over the phone assistance.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

2. PTC's, curriculum night, Tuesday parent time, IEP meeting for SWD whose parents speak a HL other than English. Translation and Interpretation services will be utilized as needed.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

1.P.S. 6 will follow Chancellor's Regulation A-663 required that documents produced by central DOE offices and schools which contain critical information regarding a child's education that is translated into the covered languages. P.S. 6 will ensure that all translated documents are readily available when notices go home to non English speaking students and parents. Documents containing critical information are translated including, but are not limited to, the following areas: Registration, application and selection, standards and performance, conduct and discipline, safety and health, special education and related services, entitlement to public education or placement in any special education, English language learner or non-standard academic program, transfer and discharge, and legal or disciplinary matters. The T & I Unit is responsible for translating the majority of these documents into the covered languages and P.S. 6 will ensure that this is done in a timely manner. Translations into non-covered languages are obtained from qualified contracted vendors.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

2. Oral interpretations are provided by bilingual staff and parent volunteers. Signs appear in various languages and are posted at P.S. 6's entrance informing parents that translation services are provided. A language identification guide for school staff and an "I speak..." card is also ready available at the security officer's desk at the main entrance and at the Parent Coordinator's desk for parents to indicate what language they speak so interpreters can be secured. Staff and teachers are all aware that if a translator is needed during a parent teacher conference or meeting they can call the translation and interpretation unit for an over the phone translation. Vendors such as the Big Word are also used to secure interpreters as needed. PS 6 also uses the Translation Services for oral translations and over the phone assistance.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

1. An e-mail will be sent to the staff by the LAC explaining how to use the T&I Unit including the phone number for over the phone translations. The LAC will reach out to the T&I Unit to receive enough palm cards for the staff.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

1. The school will hang the Welcome Poster, the Parent Bill of Rights and the Parents Guide to Language Access in the main hall of the school building. The language ID Guide will be placed at the security desk and the main office will have a palm cards.

## Part F: Monitoring and Quality Control

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

1. PS 6 uses the parent surveys to gather feedback from the parents. In addition the PTA is also active and monitors parent feedback on the quality and availability of services. Daily interactions with parents and letters from parents are another way in which teachers gather informal feedback from parents.