2018-19
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

BEDS Code: 35310010006

Grades Served: Pre-K through 5th 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

Cindy Yue

Parents’ Association President: Mina DePalo

SLT Chairperson: Dennis Ford

Title I Parent Representative (or Parent Advisory Council Chairperson): N/A

Student Representative(s): N/A

CBO Representative: N/A

District Information

Geographical District: 31  Superintendent: Vincenza Gallassio

Superintendent’s Office Address: 715 Ocean Terrace Staten Island, NY 10301

Superintendent’s Email Address: vgallass@schools.nyc.gov

Phone Number: 718-420-5667  Fax: 718-420-5677

Field Support Center (FSC)
Executive Director's Office Address: 715 Ocean Terrace Staten Island, NY 10301

Executive Director's Email Address: Kmoran2@schools.nyc.gov

Phone Number: 718-556-8367

Fax: 

2018-19 CEP
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Waters</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Robin Brawer</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Mina Depalo</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Melissa Massanova</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Dennis Forde</td>
<td>Member/Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Eileen Loughran</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Renee Esposito</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Michele Lacqua</td>
<td>Member/ Teacher/Treasurer</td>
<td></td>
</tr>
<tr>
<td>Kasey Gaeta</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Deana Telmany</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Sylvia Petito</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Nicole Thompson</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Cara Volpe</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Deneen Lella</td>
<td>Member/ Parent</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:
- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School 6 is dedicated to creating independent and self-motivated learners. 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.</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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 to address their individual learning needs. The Integrated Collaborative Teaching model (ICT), enables the majority of the 30% 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 we have established incorporate a multi-faceted approach to fulfilling these needs. The progression of building blocks focuses on crucial interrelated areas for overall development. It is our belief that this holistic approach develops the whole child; creating productive, well-intentioned and compassionate citizens.

3. Describe any special student populations and what their specific needs are.

For the last six years we have developed content specialists in the 5th grade based on the depth and breadth of the Common Core Standards. We departmentalized our 5th grade to consist of two ELA/Social studies specialists and two math/science specialists. The students are shared between two teachers, who collaborate around the academic and social and emotional needs of their students. Our teachers collaborate around content as well as grade level concerns. Three years ago we added two Special Education Content Specialists for our two 5th grade ICT classes (one math/science and one reading/writing and social studies). In addition, we have identified priority standards, which our students struggle with on the ELA and Math State Tests. We measure student mastery of these standards through the administration of common formative assessments. Progress is tracked through the administration of pre and post assessments. Through careful data analysis we address the gaps in student understanding that cause students to fall behind. We are able to benchmark and measure the improvements throughout grades 3, 4 and 5. We are also fully departmentalized in 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).

Over the course of the past six 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 multi-sensory 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.

4. Identify 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.

When reflecting on the Framework for Great Schools, we are proud of the achievements we have made in rigorous instruction and collaborative teachers. In the 2015-2016 school year, P.S. 6 embarked on a learning partnership with I.S. 34 focused around rigorous instruction and collaborative teaching. Together, we examined 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. During the 2016-2017 school year we continued this learning partnership. The partnership with intermediate school has helped us to bridge the gap as students move into the next phase of their education. In the 2017-2018 school year we partnered with PS 5, PS 1, and PS 57 to deepen our work with multi-step problem solving in mathematics.

Our goal is for students to master the craft of being self-directed learners focusing on reflection and independence. To achieve this goal, students and teachers together will continue to develop clear, rigorous learning intentions and success criteria in all content areas throughout the year. In order to assist students in ownership of their learning journey, specific focus will be given to the development of student self-assessment and peer assessment criteria and practices. This will help to ensure that all students are aware of their learning and their necessary next steps toward mastery. Impact Teams will analyze common formative assessments to develop differentiated instructional plans for groups of students to ensure that all students show progress toward mastery of the standards.
### School Demographics and Accountability Snapshot for 31R006

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK,OK,01,02,03,04,05</td>
<td>547</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Learner Programs (2018-19)</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Programs/Number of Students (2015-16)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>96</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># SETSS (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>29</td>
<td>16</td>
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<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>17</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Foreign Language</th>
<th># Dance</th>
<th># CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### School Composition (2017-18)

- % Title I Population: 39.0%  
- % Free Lunch: 33.8%  
- % Limited English Proficient: 3.1%  
- % Students with Disabilities: 30.3%

#### Racial/Ethnic Origin (2017-18)

- % American Indian or Alaska Native: 0.5%  
- % Black or African American: 0.5%  
- % Hispanic or Latino: 18.1%  
- % White: 78.1%  
- % Multi-Racial: 2.0%

#### Years Principal Assigned to School (2018-19)

- 3.26

#### % of Teachers with No Valid Teaching Certificate

- 0%

#### % Teaching with Fewer Than 3 Years of Experience

- 4%

#### Overall NYSED Accountability Status (2018-19)

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A  
  - Hispanic or Latino: N/A  
  - White: N/A  
  - Students with Disabilities: N/A  
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A  
  - Hispanic or Latino: N/A  
  - White: N/A  
  - Students with Disabilities: N/A  
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native: N/A  
  - Hispanic or Latino: N/A  
  - White: N/A  
  - Students with Disabilities: N/A  
  - Economically Disadvantaged: N/A

**High School**

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A  
  - Hispanic or Latino: N/A  
  - White: N/A  
  - Students with Disabilities: N/A  
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A  
  - Hispanic or Latino: N/A  
  - White: N/A  
  - Students with Disabilities: N/A  
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A  
  - Hispanic or Latino: N/A  
  - White: N/A  
  - Students with Disabilities: N/A  
  - Economically Disadvantaged: N/A

### Comparisons

- **Focus District:** In Good Standing
- **Reward:** No Recognition
- **In Good Standing:** Yes, Local Assistance Plan
- **Focus District:** Yes, Focus School Identified by a Focus District
- **Priority School:** No Focus Subgroups

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**Note:** The data provided includes various metrics such as enrollment numbers, student demographics, and academic performance indicators. The table format allows for easy comparison across different groups and categories.
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

PS6 has many strengths in the area of rigorous instruction. We use structures thoughtfully to leverage available time. Teachers work collaboratively during the Monday professional development time, revising curriculum maps to reflect current student needs. Impact Teams meet periodically to analyze student work and develop instructional plans for groups of students. In our 2017-18 School Quality Guide, we have an overall 4.49 out of 5 rating. We scored 0.84 higher than the district and 0.80 above the city average. For the Framework component rigorous instruction, survey response from teachers were scored at 100% when asked about Common Core shifts in both literacy and math.

Our school has conducted a comprehensive needs assessment to identify student performance trends in Mathematics. We have analyzed quantitative data sources, such as 2017 NYS Mathematics Test Data, Common Formative Assessments, and Unit of Study Summative Assessments. Our focus this year is on Danielson 3C to improve student engagement, rigor and differentiation. A summary of the results is detailed below:

Priority Standards for the 2017-2018 School Year

These standards were identified vertically for third, fourth, and fifth grade scores. In addition, analysis of the data identified standards that were tested frequently, and standards that are necessary to master as a foundation for mastery of additional mathematics standards.

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 the following standards in grades three through five as a priority need in the area of rigorous instruction. These standards reflect the major multi-step problem solving standards for each grade. These standards require students to be able to apply their mathematical knowledge when solving real world problems.

<table>
<thead>
<tr>
<th>Standard</th>
<th>2017 State Test Percentage Correct</th>
<th>2018 State Test Percentage Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.OA.8</td>
<td>56</td>
<td>57</td>
</tr>
<tr>
<td>4.OA.1</td>
<td>43</td>
<td>72</td>
</tr>
<tr>
<td>5.MD.1</td>
<td>44</td>
<td>58</td>
</tr>
</tbody>
</table>

An area of need within the 2017-18 School Quality Guide survey results was identified by a 79% teacher response rate to "students provide constructive feedback to their peers and teachers." This has been a focus area for the school.
over the past three years. It is an embedded component within our school-wide bottom lines. Teachers have been reflective of their Advance feedback in regard to constructive feedback and student self/peer assessment. Teachers are asked to craft one professional goal relative to Danielson component 3D each year.

As evidenced by the data above, gains have been made, leaving additional room for improvement. For this reason, we will continue to focus on these standards as priority standards for the 2018-2019 school year.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 90% of students will increase their understanding of rigorous multi-step word problem solving as evidenced by progress noted on pre and post administrations of priority standard aligned common formative assessments.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
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<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
</tbody>
</table>

#### 1. Teachers will integrate instructional strategies learned from Algebra for All professional development into unit of study maps. In addition, teachers will align rigorous word problems to the units of study.

- **Target Group(s):** Teachers in grades K-5
- **Timeline:** June 2018-June 2019
- **Key Personnel:**
  - Principal
  - Assistant Principal
  - Teacher Center Coach
  - Curriculum Mapping Team

#### 2. Algebra for All professional development will be attended by 5th Grade Math teachers and the Teacher Center coach.

- **Target Group(s):** 5th Grade Teachers
- **Timeline:** September 2018-June 2019
- **Key Personnel:**
  - Principal
  - Assistant Principal

#### 3. Teachers will participate in 16 half days of professional development with NTN Math provided through funding by Algebra for All.

- **Target Group(s):** Teachers in grades K-5
- **Timeline:** September 2018-June 2019
- **Key Personnel:**
  - Principal
  - Assistant Principal
  - Teacher Center Coach

#### 4. Teachers will continue to implement SOLVE as a template for solving rigorous multi-step math word problems.

- **Target Group(s):** Teachers in grades K-5
- **Timeline:** September 2018-June 2019
- **Key Personnel:**
  - Principal
  - Assistant Principal
  - Teacher Center Coach

#### 5. Teachers will implement "Problem Solving Friday" which will ensure that students are exposed to challenging word problems aligned to the standards. The problem solving Friday will allow time for integrating SOLVE and incorporating various instructional strategies such as gallery walks, 3 read protocol, etc.

- **Target Group(s):** Teachers in grades K-5
- **Timeline:** October 2018-June 2019
- **Key Personnel:**
  - Principal
  - Assistant Principal
  - Teacher Center Coach

#### 6. Teachers will establish a monthly take home math problem to be sent home with students to allow parents to see the types of problems their children are working on.

- **Target Group(s):** Parents, Students in grades K-5
- **Timeline:** November 2018-June 2019
- **Key Personnel:**
  - Principal
  - Assistant Principal
  - Teacher Center Coach
<table>
<thead>
<tr>
<th><strong>Grade Leaders</strong></th>
<th><strong>Grade Leaders</strong></th>
<th><strong>Grade Leaders</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Formative Assessments will be created for each grade's priority standard to assess the level of student mastery of the standard. Two assessment benchmarks will be scheduled across the school year.</td>
<td>Teachers in grades K-5</td>
<td>Sept 2018-April 2019</td>
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<td>Using the Impact Team protocol, common formative assessments will be developed, implemented, and assessed to inform small group planning and track progress.</td>
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<tr>
<td>Teachers will continue to revise units of study to prioritize the standards, develop clear student friendly learning intentions, and success criteria.</td>
<td>Teachers in grades K-5</td>
<td>Sept 2018-June 2019</td>
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</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents and families will be supported in their understanding of the standards and the means by which their children can demonstrate mastery by attending workshops that explicitly model this work during the Tuesday Parent Engagement time. In addition, parents will be able to actively participate in “coaching” their children as they complete the monthly math problem with their child. The principal, assistant principal, and teacher center coach will support this endeavor and oversee the process.

Parents have attended a September 13, 2018 Curriculum Conference to inform them of the expectations for the grade. In November and March, parents will attend parent/teacher conferences during which teachers can familiarize parents with the priority standards and engage them in supporting the work at home. In May, parents will attend Student Led Conferences where each student will explain his or her progress, reflecting on accomplishments, and setting short and long-term goals. The weekly parent engagement time will also be used to support parents in understanding academic expectations.

### 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.
In order to support our annual goal, we will continue to use tax levy monies. We will utilize our Teacher Center Specialist to support our goal. In addition, pending funding from Central, per session funds will be used to implement an after school support program for our Level 1 students. PTA funding will be used to support the purchasing of additional resources.

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

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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.

There will be a minimum of two administrations of teacher created common formative assessments aligned to the priority standards. These will occur in the Fall-Winter and Spring. After each administration, student work will be sorted into four categories (Exceeding, Meeting, Approaching, and Below). The percentage of students falling into each category will be recorded.

After an instructional plan has been carried out, students will be re-assessed, and the student work sorted into the same four categories. A comparison will be made to determine the amount of progress made.

After the first administration, a review of the process will be conducted to determine what, if any, alterations need to be made to the Common Formative Assessment and P.S. 6 Professional Development plan.

Mid-point Benchmark

In February, a common formative assessment will be administered to students at which time we expect to see a minimum of 65% of students showing progress as measured by the pre and post administration.

Following the February administration, teachers will engage in the EAA Impact Team protocol to determine student progress. Based on evidence from the analysis of student work, we will determine if we are progressing toward the goal, and make revisions to the action plan as necessary.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Teacher created common formative assessments aligned to the priority standards.

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>action plan for this Framework element?</td>
<td></td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure</td>
<td>Our school has conducted a comprehensive needs assessment to identify how we can support our school</td>
</tr>
<tr>
<td>you are supporting the whole child?</td>
<td>community to promote our Positive Behavioral Interventions and Supports (PBIS) motto of being</td>
</tr>
<tr>
<td></td>
<td>Respectful, Responsible and Safe learners and citizens. We have analyzed our quantitative data</td>
</tr>
<tr>
<td></td>
<td>source, the Online Occurrence Reporting System (OORS).</td>
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<tr>
<td></td>
<td>In the 2017-2018 school-year, 49% of our infractions against the discipline code were physically</td>
</tr>
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<td></td>
<td>aggressive behaviors, shoving, pushing or engaging in a minor altercation or similar physical</td>
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<tr>
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<td>confrontational behavior towards students or school personnel. 11% of our infractions against the</td>
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<td>discipline code involved students using profane or vulgar language and/or verbally rude and</td>
</tr>
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<td></td>
<td>disrespectful behavior towards one another.</td>
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<td></td>
<td>Based on this data, all constituent groups have identified the need for students to experience</td>
</tr>
<tr>
<td></td>
<td>explicit instruction around social and emotional competencies. The Sanford Harmony program focuses</td>
</tr>
<tr>
<td></td>
<td>on five interrelated sets of cognitive, affective and behavioral competencies: self-awareness,</td>
</tr>
<tr>
<td></td>
<td>self-management, social awareness, relationship skills, and responsible decision-making.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

| Goal                                                                 | By June 2019, 100% of Kindergarten through 5th grade classes will have implemented the Sanford      |
|                                                                     | Harmony program for social and emotional learning resulting in a decrease in Level 3 and 4         |
|                                                                     | Infractions as evidenced by the 2018-2019 OORS data.                                             |
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>

**Target Group(s):**

**Who will be targeted?**

**Timeline: What is the start and end date?**

**Key Personnel: Who is responsible for implementing and overseeing the activity/strategy?**

---

**The Sanford Harmony representative for our region will provide information, materials and professional development to enable us to implement the program.**

<table>
<thead>
<tr>
<th>Activities/Strategies:</th>
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**In September 2018 there will be a kick-off assembly for teachers and students to introduce the school-wide focus around Respect, Responsibility and Safety. At the assembly students will be introduced to K-coins, which is the token system used to incentivize Respect, Responsibility and Safety along with the attributes for these behaviors.**

<table>
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**Monthly PBIS Assemblies will be held. These assemblies will be an opportunity to promote positive choices and behaviors and address any trends or areas of concern.**

<table>
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</table>

**PBIS Award - Teachers will select students based upon the criteria for respectful, responsible, and safe behavior. Students are celebrated at the monthly PBIS Assembly program. There will be a bulletin board on the main floor to display the certificates and photos of the children along with the criteria for earning the award.**

<table>
<thead>
<tr>
<th>Activities/Strategies:</th>
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</table>

**Student of the Month - Selected by the teacher - one boy and one girl in each class who may have had the highest number of K-coins for the month and demonstrated Respect, Responsibility and Safety. Certificates are given out at PTA meetings. Students are celebrated publicly on a wall with their pictures on the main floor.**

<table>
<thead>
<tr>
<th>Activities/Strategies:</th>
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</table>
Work with the PTA to include one anti bullying assembly as part of our Respect for All Week and/or Anti-bullying Week, as well as share resources with classroom teachers for in-classroom lessons and supports.

| Work with the PTA to include one anti bullying assembly as part of our Respect for All Week and/or Anti-bullying Week, as well as share resources with classroom teachers for in-classroom lessons and supports. | All students in grades Pre-K through 5 including SWD's and ENL | Sept 2018 - June 2019 | Students, Teachers Administration Parent Coordinator Guidance Counselor |
| Monthly School Safety Meetings- OORS data will be reviewed including infractions against the discipline code, disciplinary actions and frequency. A sub committee will be formed this year to review any significant trends or patterns to the infraction code and determine a guidance intervention plan of action. | All students in grades Pre-K through 5 | Sept 2018 - June 2019 | Administration PTA UFT SSA Guidance Counselor |
| Staff members will be trained in ASD techniques to assist students in crisis. Training will be provided by the Central Office for ASD. | ASD Horizon students | Summer 2018 | Teachers Paraprofessionals |
| Parent Workshop- There will be an open safety meeting and subsequent professional development for parents. At the meeting the school safety plan and Chancellor’s Discipline Code will be explained. | All students in grades K through 5 including SWD's and ENL | Sept 2018 - June 2019 | Administration SSA UFT |
| Pupil Personnel Team- Will meet monthly to discuss, review and benchmark Behavioral Intervention Plans (BIP) and Functional Behavioral Assessments (FBA) data. | Students with a BIP or FBA | Sept 2018 - June 2019 | School Assessment Team Administration |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Through the collaboration of the SLT, the PBIS Team, School Safety Committee and subcommittee, ongoing communication will be held across the school year to consistently monitor growth and progress in relation to this goal. We will communicate monthly through our school website and at the PTA meeting. Parents will be informed of the specific competencies being worked on in the classroom so they can support the work at home.

### 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.

In order to support our annual goal we will utilize tax levy funding to support opportunities for professional development for the teachers.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
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<td>PTA Funded</td>
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<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

February 2019-OORS data from September 2017-February 2018 will be compared to OORS data from September 2018-February 2019. We expect to see a 10% decrease in Level 3 and 4 infractions.

In February 2019 we expect to see all classrooms integrating Sanford Harmony lessons. Teachers will be surveyed to determine if any revisions need to be made to enhance the program.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Student behavior reports through OORS will be used to determine the number of incidents reported. After a survey of teachers, the Sanford Harmony Core Team will meet to determine next steps.

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

There are many strengths evident in the area of Collaborative Teachers. Teachers work collaboratively to revise curriculum maps, analyze student work in Impact Teams, and develop instructional plans for sub-groups of students. Our 2017-18 School Quality Guide indicates that we scored 4.80 out of 5 in the category of Collaborative Teachers. We scored 0.79 higher than the district and 1.01 above the city average.

This year, Danielson components 1e and 3c will provide the major professional development direction as teachers engage in professional collaboration which serves the needs of their students. Teachers will deepen their understanding of effective and highly effective practices in these components, with a specific focus on rigorous/differentiated student-centered learning, higher order questioning, formative assessment opportunities and quality feedback.

Advance data indicates that 94% of our teachers fall in the effective or highly effective range when looking at Danielson 1E (Planning and Preparation) and Danielson 3C (Instruction). This can be further broken down as follows:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Percentage of Effective Ratings</th>
<th>Percentage of Highly Effective Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1E</td>
<td>42</td>
<td>57</td>
</tr>
<tr>
<td>3C</td>
<td>51</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>93</td>
<td>94</td>
</tr>
</tbody>
</table>

Our goal is to strengthen both the planning and preparation that will create greater student engagement and more effective differentiation based on the needs of students.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, 98% of teachers will demonstrate Effective or Highly Effective performance in student engagement and differentiated instruction as evidenced by Advance data in Domains 3C and 1E.
## Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
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<tr>
<td>In September, professional development for all staff will revolve around Danielson 1E and 3C.</td>
<td>Teachers in grades Pre K - 5</td>
<td>September 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>Teachers will set professional goals related to planning and preparation and instruction (Danielson 1E and 3C).</td>
<td>Teachers in grades Pre K - 5</td>
<td>September 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>Teachers who are highly effective in Danielson 3C and 1E will open their practice to invite colleagues to visit their classrooms and see these practices in action. They will support their colleagues in implementing highly effective practices for student engagement and differentiation. This increases capacity.</td>
<td>Teachers with highly effective ratings in 3C and 1E</td>
<td>November 2018 - May 2019</td>
<td>Principal, Assistant Principal, Teacher Center Coach</td>
</tr>
<tr>
<td>Instructional walks will be conducted with teachers to create a structured opportunity to learn instructional strategies to improve student outcomes. The walks will be facilitated by administration.</td>
<td>Teachers in grades K - 5</td>
<td>November 2018-May 2019</td>
<td>Principal, Assistant Principal, Teacher Center Coach</td>
</tr>
<tr>
<td>The School Leadership Team will be invited to attend two instructional walks highlighting best practices throughout the school.</td>
<td>SLT Members</td>
<td>November 2018 - May 2019</td>
<td>Principal, Assistant Principal, Teacher Center Coach, SLT Members</td>
</tr>
<tr>
<td>Using the Impact Team protocol, common formative assessments will be developed, implemented, and assessed to inform small group planning and track progress.</td>
<td>Teachers in grades K-5</td>
<td>October 2018-May 2019</td>
<td>Principal, Assistant Principal, Teacher Center Coach, Grade Leaders</td>
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3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will attend a September 13, 2018 Curriculum Conference to inform them of the expectations for the grade. In November and March, parents will attend parent/teacher conferences during which teachers can familiarize parents with the priority standards and engage them in supporting the work at home. In May, parents will attend Student Led Conferences where each student will explain his or her progress, reflecting on accomplishments, and setting short and long-term goals. The weekly parent engagement time will also be used to support parents in understanding academic expectations.

Part 4 – Budget and Resource Alignment

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In order to support our annual goal, we will continue to use tax levy monies. We will utilize our Teacher Center Specialist to support our goal. In addition, pending funding from Central, per session funds will be used to implement an after school support program for our Level 1 students. PTA funding will be used to support the purchasing of additional resources.

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After an instructional plan has been carried out, students will be re-assessed, and the student work will be sorted into the same four categories. A comparison will be made to determine the amount of progress made.

After the first administration, a review of the process will be conducted to determine what, if any, alterations need to be made to the Common Formative Assessment and P.S. 6 Professional Development plan.
Progress will be assessed through an analysis of the Advance data derived from teacher observations. By February 2019 we expect to see 85% of teachers rated effective or highly effective in domains 3C and 1E.

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance data</td>
</tr>
</tbody>
</table>

| Part 5c. In **February 2019**, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

As we progress through the 21st century, it becomes more and more important for our students to be exposed to computer science experiences and training. Computer Science for All is an initiative of the Department of Education that District 31 has embraced. As such, we have been invited to participate in Cohort 2 of this initiative for the 2018-2019 school year.

Technology integration has been a focus at PS 6 for the past two years. To date, 5 classes utilize 1:1 devices in daily instruction. This will increase to 8 classes for the 2018-2019 school year. Classes also have the opportunity to sign out and borrow technology carts as needed. Google Classroom is used as a device for increasing student engagement, as well as making it easier for teachers to differentiate instruction.

Although we have integrated technology into our instruction, we have not specifically focused on computer science education. As new technologies are developed, the jobs we are preparing students for will certainly require knowledge of computer science.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, Administration and teachers participating in CS4All will increase their knowledge and understanding of computer science as evidenced by the development of a computer science integrated unit of study.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- 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). |
| **Target Group(s) Who will be targeted?** | **Timeline What is the start and end date?** | **Key Personnel Who is responsible for implementing and overseeing the activity/strategy?** |
| Administrators will participate in three half days of professional development provided by CS4All focusing on on supporting the computer science teacher team and computer science pathways and planning. | Administrators | September 2018-June 2019 | Administration BFSC CS4All |
| Identified teachers will participate in nine full days of professional development that includes computer science unit integration and computer science family integration. | Identified teachers | September 2018- June 2019 | Administration Teacher Center Coach CSforAll |
| Two full days of coaching will be provided to the school that will focus on instruction, building computer science culture and sustainability. | Identified teachers | November 2018-May 2019 | Administration CSforAll |
| A computer science integrated unit of study will be designed and implemented by the CSforAll team in the school. This unit of study will be inclusive of all students, including students with disabilities and ELLs. | Students in grades K-5 | May 2019 | Administration CS4All |
| Information regarding computer science instruction will be shared with additional staff during Monday professional development. | Teachers in grades K-5 | April 2019 | Administration |
| One Monday professional development each month will be utilized for teachers to participate in teacher led technology professional development to deepen understanding of available programs. | Teachers in grades Pre K - 5 | October 2018 - June 2019 | Administration Teacher Center Coach |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
Members of the School Leadership Team will be invited to participate in two instructional walks during the 2018-2019 school year.

**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.

The CS4All initiative will be funded through the Borough Field Support Center, inclusive of per session and per diem throughout the school year.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>×</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
</tbody>
</table>

**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.

Periodic check ins will be conducted with participating teachers focusing on the development of the computer science integrated unit. Additionally, the Computer Science for All coach will assist in monitoring the progress of unit development.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Coaches notes

Debrief notes from sessions with administration

**Part 5c.** In February 2019, 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 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

At PS6, we communicate frequently with parents regarding their child's progress. We use such platforms as Remind, Class DoJo and others to keep parents abreast of their child's classroom experience. An academic progress report is sent home in January to bridge the gap between the first and second marking periods. We have an extremely active and supportive PTA.

This year, as required by the New York City Department of Education Promotion for All Learners initiative, we will develop a clear, quantifiable grading policy that is in effect for all learners. Additionally, we will clarify a promotional policy for all learners. The revised grading and promotional policies will be communicated to parents to develop a shared understanding of expectations for every child. The grading policy will provide us with a means to effectively and consistently communicate with parents regarding their child’s academic progress.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, PS 6 will have fully implemented a standards based grading policy for the 2018-2019 school year. Progress will be monitored and next steps measured after each marking period and necessary adjustments made.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>September 2018</td>
<td>Administration, Teacher Center Coach</td>
</tr>
<tr>
<td>Parents</td>
<td>September 2018</td>
<td>Administration, Teacher Center Coach</td>
</tr>
<tr>
<td>Administration, Teachers</td>
<td>December 2018 - June 2019</td>
<td>Administration, Teacher Center Coach</td>
</tr>
<tr>
<td>Administration</td>
<td></td>
<td>SLT Members, September 2018 - June 2019</td>
</tr>
<tr>
<td>SLT Members</td>
<td></td>
<td>Administration, SLT Members</td>
</tr>
<tr>
<td>SLT Members</td>
<td></td>
<td>SLT Members, September 2018 - January 2019</td>
</tr>
<tr>
<td>SLT Members</td>
<td></td>
<td>SLT Members, Administration</td>
</tr>
</tbody>
</table>

- On September 13, administration will provide parents with an overview of the revised grading and promotion policies that were developed during the 2017-2018 school year.
- During Curriculum conferences on September 13, the classroom teacher will communicate the specifics of the grading and promotional policies for that grade.
- After each marking period, a team of teachers will meet to review and revise any aspects of the policies that require attention.
- If needed, a frequently asked question document will be prepared and distributed to parents.
- The School Leadership Team will provide feedback on the grading and promotion policies at meetings.
- The School Leadership Team will explore various ways of integrating technology to communicate effectively with parents.

**3b – Parent and Family Engagement**

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

| N/A |

**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.

Our current budget will be used to support and implement this goal. PTA funds will be used as needed to support instructional resources.

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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.

Administration will conduct check ins with teachers and parents after each marking period to determine areas of strength and areas in need of revision.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Informal communications between parents and teachers will be used to assess progress in parental understanding and awareness of the grading and promotional policies. If deemed necessary, a sub-committee of the SLT can be formed to further evaluate progress.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to <a href="#">NYSED’s memo.</a>)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Students in need of AIS are identified using ongoing formal and informal assessments: Teacher’s College running records, Fundations, Wordly Wise and NYS ELA exams</td>
<td>Response to Intervention, Wilson, SPIRE, Fundations</td>
<td>As a result of these assessments, small group instruction is formed and individual needs are addressed providing students with multiple entry points</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students in need of AIS are identified using ongoing formal and informal assessments (Front Row, Eureka Math Exit Tickets) manipulatives where applicable, conferencing, graphic organizers to support problem solving and aligned instructional resources through EngageNY</td>
<td>Response to Intervention</td>
<td>As a result of these assessments, small group instruction is formed and individual needs are addressed providing students with multiple entry points</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>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</td>
<td>Response to Intervention</td>
<td>Students in grade 5 who scored a level 1 or 2 on the NYS Science exam, receive small group instruction during the ELA block</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>Scientific concepts and language</td>
<td>Social Studies</td>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------------------</td>
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<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Through non-fiction reading and writing units of study, leveled non-fiction libraries, tier III word walls, picture cues and Internet investigations, classroom teachers expose students to rich social studies concepts and language</td>
<td>Response to Intervention</td>
<td>Students work in groups supported by the teacher. Students receive small group instruction during the ELA block During the school day</td>
<td></td>
</tr>
<tr>
<td><strong>At-risk services</strong></td>
<td>Problem solving techniques, PBIS, character building, coping strategies and anger management skills</td>
<td>Response to Intervention</td>
<td>Guidance Counselor: Small group and individual counseling to address school related issues as needed during the school day During the school day</td>
<td></td>
</tr>
</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**  
- **All** Title I schools must complete Part A of this section.  
- **All** Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></th>
<th>We do not have any students in temporary housing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>We do not have any students in temporary housing.</td>
</tr>
<tr>
<td><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></td>
<td>We do not have any students in temporary housing.</td>
</tr>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>X</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

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.

N/A

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).

N/A

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A
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.).

N/A

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.

N/A

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. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section reference(s) where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1Explanation/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—so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.**

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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

### Parent and Family Engagement Policy

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. P.S. 6, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

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.

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### Support for Parents and Family Members of Title I Students

P.S. 6 will support parents and families of Title I students by:

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2018-19 CEP
● 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;

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
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</thead>
<tbody>
<tr>
<td>To increase and improve parent involvement and school quality, the school will:</td>
</tr>
</tbody>
</table>

● 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., ESSA/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 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;

- 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;

**Encouraging School-Level Parental Involvement**

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)**

P.S. 6, The Corporal Allan F. Klvlehan School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum**

Ensure that students meet State 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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

• conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

• convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

• arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

• respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

• providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

• involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

• providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

• ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;
I. School Responsibilities: Providing General Support to Parents

*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 Title I requirement for Every Student Succeeds Act (ESSA) 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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Staten Island</td>
<td>6</td>
</tr>
</tbody>
</table>

School Name: The Corporal Allan F Kivlehan School

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: Elizabeth Waters
- Assistant Principal: Dennis Forde
- Coach: Robin Brawer
- School Counselor: Marc D’Orazio
- ENL (English as a New Language)/Bilingual Teacher: Karen Alberti/Maryann Molinari
- Teacher/Subject Area: Parent: Renee Esposito
- Teacher/Subject Area: Parent Coordinator: Maryanne Speranza
- Related-Service Provider: Teresa Russo
- Superintendent: 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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>2</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
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</thead>
<tbody>
<tr>
<td>0</td>
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</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>541</td>
<td>23</td>
<td>4.25%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<tr>
<td>Total</td>
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</table>

Check all that apply:

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
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<td></td>
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</tbody>
</table>

If yes, indicate language(s): ☐

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>TBE</td>
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<tr>
<td>TBE</td>
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<tr>
<td>DL</td>
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Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   At P.S. 6, 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 - 2 use Fundations 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 time lines 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Reading Level</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carmelo Gomez</td>
<td>K</td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>Melany Torres</td>
<td>K</td>
<td>K</td>
<td>I</td>
</tr>
<tr>
<td>Iris Garcia</td>
<td>1</td>
<td>D</td>
<td>2</td>
</tr>
<tr>
<td>Alexa Lazcano</td>
<td>1</td>
<td>G</td>
<td>3</td>
</tr>
<tr>
<td>Jayleen Maceda</td>
<td>1</td>
<td>B</td>
<td>1</td>
</tr>
<tr>
<td>Jhustin Alvarez</td>
<td>2</td>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>Tala Alrafati</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Dulce Diaz</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Yoni Gomez</td>
<td>2</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>Cristal Herrera</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Daniel Melnyk</td>
<td>2</td>
<td>1</td>
<td>1</td>
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<tr>
<td>2</td>
<td>L</td>
<td>3</td>
<td>Yoni Torres</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>1</td>
<td>Mohammad Alrafati</td>
</tr>
<tr>
<td>3</td>
<td>O</td>
<td>3</td>
<td>Noha Elbahlawan</td>
</tr>
<tr>
<td>3</td>
<td>F</td>
<td>1</td>
<td>Diana Keliza</td>
</tr>
<tr>
<td>3</td>
<td>G</td>
<td>1</td>
<td>Roller Maceda</td>
</tr>
<tr>
<td>4</td>
<td>M</td>
<td>1</td>
<td>Jose Alvarez</td>
</tr>
<tr>
<td>4</td>
<td>P</td>
<td>2</td>
<td>Kevin Colorado</td>
</tr>
<tr>
<td>4</td>
<td>L</td>
<td>1</td>
<td>Linda Diaz</td>
</tr>
<tr>
<td>4</td>
<td>L</td>
<td>1</td>
<td>Angel Gomez</td>
</tr>
<tr>
<td>4</td>
<td>L</td>
<td>1</td>
<td>Magdelena Gomez</td>
</tr>
<tr>
<td>5</td>
<td>L</td>
<td>5</td>
<td>Marco Estefanous</td>
</tr>
<tr>
<td>5</td>
<td>T</td>
<td>1</td>
<td>Alizon Martinez</td>
</tr>
</tbody>
</table>
2. What structures do you have in place to support this effort?
At P. S. 6, parallel teaching with both our ICT special education and ENL teacher during the minilesson is the structure we have in place to support this effort. Our ENL students are heterogeneously grouped throughout the grade but are taught in small groups. We demonstrate, motivate, and encourage student engagement during the minilesson. The minilesson is ten minutes long in which ENL students are grouped in partnerships to turn and talk before they go off to work on an independent task. While students are working independently, a small group of approximately four are pulled for guided reading or to learn a strategy. Individual conferencing takes place at this time to coach children on strategies they are struggling with or to check student progress. As we parallel teach, we pace our classroom lessons for 45 minutes a day, 180 minutes per week to comply with the Part 154 mandate as part of the integrated services for ELA for our Beginning and Emerging Language Learners, and 90 minutes per week to comply with the Part 154 mandate for ELA for our Transitioning, Expanding, and Commanding ELLs. The Entering and Emerging ELLS who receive stand alone instruction by grade get pulled out to a separate classroom for 45 minutes per day, 180 minutes a week to comply with the stand alone Part 154 mandate, and our Transitional leveled learners are serviced at a separate location for 90 minutes per week. In addition, our ENL teachers have the opportunity to meet with teachers in each grade during our Monday/Tuesday planning time. Another structure is the utilization of our Monday and Tuesday PD/OPW time. During this time the ENL teacher plans and articulates with the classroom teachers.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
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 NYSESLAT 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.

4. What structures do you have in place to address interventions once the summative data has been gathered?
P.S. 6 has structures in place to address interventions once the summative data has been gathered. In addition to small group minilesson instruction, we break up into smaller groups to support students in areas where our data has shown children struggling; furthermore, we follow up with individual conferences. We provide support in all content areas including Math, Science and Social Studies assisting with tasks while providing ENL methodologies such as visuals, demonstrations, and repetition.

5. How does your school use 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Reading Level</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carmelo Gomez</td>
<td>2</td>
<td>C</td>
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</tr>
<tr>
<td>Melany Torres</td>
<td>K</td>
<td>K</td>
<td>B</td>
</tr>
<tr>
<td>Iris Garcia</td>
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<td>F</td>
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<tr>
<td>Alexa Lazcano</td>
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<td>Jayleen Maceda</td>
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<td>B</td>
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</tr>
<tr>
<td>Jhustin Alvarez</td>
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</tr>
<tr>
<td>Tala Alrafati</td>
<td>2</td>
<td>D</td>
<td>A</td>
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<tr>
<td>Dulce Diaz</td>
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<tr>
<td>Yoni Gomez</td>
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<td></td>
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<tr>
<td>Cristal Herrera</td>
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</tbody>
</table>

2018-19 CEP 50
2 Daniel Melnyk
2 L
2 Yoni Torres
2 D
1 Mohammad Alrafati
3 G
1 Noha Elbahlawan
3 P
3 Diana Keliza
3 F
1 Roller Maceda
3 G
1 Jose Alvarez
4 M
1 Kevin Colorado
4 P
2 Linda Diaz
4 L
1 Magdelena Gomez
Angel Gomez
4
4

Marco Estafanous
5 L
1 Alizon Martinez
5 T
2
This information is utilized for planning purposes by the ENL teacher in consultation with the classroom teacher.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
The current data indicates that students are strongest in speaking portions of the 2016 NYSESLAT administration, followed by Listening and Reading. Writing is the weakest area of all modalities.

One pre-kindergarten student was tested using the NYSITELL’s early administration window for September 2017. One student was determined to be an ELL student. Her home language is Spanish.

The state ELA and Math tests were taken by ten ELL students. The results are detailed below:

MohammadAlrafati
Noha Elbahlawan
Diana Keliza
Roller Maceda
Jose Alvarez
Angel Gomez
Magdelena Gomez
Marco Estafanous
Alizon Martinez

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
ELA, Math, Science and NYSESLAT data is shared with all staff at our first faculty conference. School leaders share results, discuss possible next steps, along with implications for instruction for all students, including ELLs. In addition, bottom lines are created each year to deepen the instructional work and foci for all of our students. Monday planning time is dedicated to professional development and the analysis of student work/data to inform instructional practice. Data trends are analyzed and shared with grade leaders during our bi-monthly meetings.

Through the Advance observation process, school leaders ensure that staff is implementing the structures that have been determined to be necessary to meet the needs of our ELL students. Feedback sessions with teachers include reflections based upon each lesson and changes/modifications that could be made to improve student outcome.

Part IV: ELL Programming

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]).
   a. 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 in kindergarten, fourth and fifth grade. ELL Students in grades K-5 are in multiple 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 placed in groups of two consecutive grades. There are two ENL teachers. One teacher is a full-time ENL teacher working under her TESOL Certification. The other teacher works under her Common Branch License and also holds a TESOL Certification. Each day students are served in a stand alone model and an integrated model. The ENL teachers either pull groups into a separate classroom for stand-alone instruction or pushes into a classroom to service children that require integrated instruction. At P.S 6, we presently have five students who are at Entering/Emerging Levels. They receive four integrated periods of instruction and four stand-alone periods, a total of 360 minutes per week. We have five students who are at Transitioning Levels in grades K, second, third, and fourth; they receive two stand-alone and two integrated periods of ENL Services which total 180 minutes per week. We also service eleven students in grades 1-5 who have scored at an Expanding Level on the NYSESLAT and receive 180 minutes per week of integrated instruction. In addition, we service two students in grades second and third who have reached Commanding Levels and receive two integrated periods per week for a total of 90 minutes of instruction. Students in K-1 are grouped together during stand-alone instruction. Students in grades 2-3 are grouped together for stand-alone instruction, and presently there are no students in our 4-5 group who are entitled to stand-alone services. Our fourth and fifth grade students have reached Expanding Levels and are entitled to integrated services only.

b. TBE program. If applicable.
   N/A

c. 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?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   ENLs 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. Our Entering Level and Emerging Level students are presently in kindergarten, second and third grade. They receive four integrated periods of instruction and four stand alone periods, a total of 360 minutes per week. We have five students at Transitioning Levels in grades second, third and fourth and who receive two stand-alone and two integrated periods of ENL Services which total 180 minutes per week. We also service eleven students in grades 1-5 who have scored at an Expanding Level on the NYSESLAT and receive 180 minutes per week of integrated instruction. In addition, we service two students in grades second and third who have excelled to a Commanding Level and receive two integrated periods per week for a total of 90 minutes of instruction. Students in K-1 are grouped together during stand-alone instruction. Students in grades 2-3 are grouped together for stand-alone instruction, and presently there are no students in our 4-5 group who are entitled to stand-alone instruction, and for the 2017/18 school year our students in grades 4-5 have progressed to Expanding levels; therefore, are entitled to only integrated periods of instruction in their classrooms.

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 students’ 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.

Our ENL teachers provide integrated instruction to ENL students using the above, described methodologies. Our ENL 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 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 - Currently there are no SIFE students at PS6.

   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 Spanish, Arabic, and Russian. 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 phonetic 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 – Since PS6 is a K-5 school there can be no ELL’s in the building with 6 or more years of service

e. Former ELL’s - up to two years after exiting 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 integrated period in their classrooms. 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

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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 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.

7. 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.

8. 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. Fundations is used in the lower grades to address phonemic awareness. Goalbook and Front Row are used to differentiate and support students on all levels. Paraprofessional support is given to students in small groups. Science teachers provide small group instruction to students as needed. All intervention programs are offered in English.
9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year? P.S. 6 uses the Journeys Reading Program in K-2 classes. Grades 3-5 use TCRWP for Reading and incorporates Junior Grade Books. All grades K-5 use TCRWP for Writing. Wordly Wise is incorporated for vocabulary instruction for Tier 1-3 words. Fundations 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. For the upcoming school year, we will be utilizing Goal Books.

10. If you had a bilingual program, what was the reason you closed it? N/A

11. 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.

12. 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.

13. How is home language support assessed and 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 in the classroom and at home to support literacy.

14. 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.

The ENL teacher submits her program to school leadership. Administrators carefully review the program to ensure that student mandates are met. In addition, both city and state reports are analyzed throughout the school year to continually monitor compliance.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met? N/A

16. 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. The ENL teacher conducts an information interview and provides assistance in filling out the home language survey. Parents of NYSITELL eligible ELLs will be informed by the ENL teacher 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. Registration support is also provided by the Pupil Accounting Secretary.

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.

17. What language electives are offered to ELLs?
No language electives are offered at this time.

18. For schools with dual language programs:
   a. 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.
   b. In which language(s) is each core content area taught?
   c. 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

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 and non-pedagogic staff.) 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?
   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. 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.

2. 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. Through our utilization of the Monday professional development time, PD offerings from the Staten Island Borough Field Support Center, and PD offered by outside organizations, we exceed the 15% requirement and the 50% for ENL teachers.

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?
   Translation and interpretation services are provide on site by bilingual staff members. We utilize the DOE T&I services to also accommodate language needs.
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. 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.

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 V: ELL Identification Attestation**

**Principal Certification**

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Elizabeth Waters, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
   a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
   b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

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<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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</thead>
<tbody>
<tr>
<td>Elizabeth Waters</td>
<td>Principal</td>
<td></td>
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</tr>
<tr>
<td>Dennis Forde</td>
<td>Assistant Principal</td>
<td></td>
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</tr>
<tr>
<td>Maryanne Speranza</td>
<td>Parent Coordinator</td>
<td></td>
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<tr>
<td>Karen Alberti</td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Renee Esposito</td>
<td>Parent</td>
<td></td>
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</tr>
<tr>
<td>Maryanne Molinari</td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robin Brawer</td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marc D’Orazio</td>
<td>School Counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthony Lodico</td>
<td>Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrico Domingo</td>
<td>Field Support Center Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other ______
Other ______
Other ______
# 2018-2019 Language Translation and Interpretation Plan for Parents

**Requirement under Chancellor’s Regulations A663 for all schools**

**DBN:** 31R006  **School Name:** The Corporal Allan F. Kivlehan  **Superintendent:** Anthony Lodico

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maryanne</td>
<td>Speranza</td>
<td>Parent Coordinator</td>
<td>no</td>
<td>yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance, and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   During the registration process, the secretary and interviewing pedagogue ensure the parents choose a language for the Parents Preferred Language as part of the HLIS and the RAPL. 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>3</td>
<td>0.57%</td>
<td>3</td>
<td>0.57%</td>
</tr>
<tr>
<td>Chinese</td>
<td>2</td>
<td>0.38%</td>
<td>2</td>
<td>0.38%</td>
</tr>
<tr>
<td>Hindi</td>
<td>1</td>
<td>0.19%</td>
<td>1</td>
<td>0.19%</td>
</tr>
<tr>
<td>English</td>
<td>489</td>
<td>93.7%</td>
<td>488</td>
<td>93.5%</td>
</tr>
<tr>
<td>Russian</td>
<td>3</td>
<td>0.57%</td>
<td>4</td>
<td>0.77%</td>
</tr>
<tr>
<td>Spanish</td>
<td>24</td>
<td>4.6%</td>
<td>24</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DoE documents</td>
<td>ongoing</td>
<td>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</td>
</tr>
</tbody>
</table>

2018-19 CEP
education that is translated into the covered languages. Throughout the 2017-2018 SY, P.S. 6 will ensure that all translated documents are readily available when notices go home to English speaking students and parents. We will utilize the DOE translated documents from DOE Central Office, which are available on the DOE website. As needed throughout the school year, we will contact the T & I Unit which 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 Interpretation Services for oral interpretation 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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences</td>
<td>Nov/March and as needed</td>
<td>Translation and Interpretation services will be utilized as needed. Many times, we have personnel on site who can assist with translation. We also utilize the services of the Translation Interpretation Unit if we do not have an on-site translator.</td>
</tr>
<tr>
<td>Tuesday parent time</td>
<td>ongoing</td>
<td>Interpretation services will be utilized, as needed during the Tuesday parent engagement time.</td>
</tr>
<tr>
<td>IEP meeting for SWD whose parents speak a HL other than English.</td>
<td>ongoing</td>
<td>Interpretation services will be utilized, as needed during these meetings.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of an emergency, we have personnel on site who can assist with interpretation. We utilize School Messenger and will follow-up with over the phone interpretation for those who do not understand the English Messenger. We also utilize the services of the Translation & Interpretation Unit if we do not have an on-site interpreter. We also contact emergency contacts identified on the student’s blue card when we are unable to contact the parent.

Part C: Training Staff on Policies and Procedure
Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

The Chancellor’s Regulations are provided to all staff members at our first staff meeting in September. Time is given for the staff to familiarize themselves with the regulations. Staff members are required to sign a form that they have reviewed the regulations and understand that they are responsible to adhere to the regulations. We have translation posters in the main lobby. Language cards are in the Main Office. Every effort is made to ensure that parents are treated respectfully and that we are able to effectively communicate with them. Language Access Resources are available to all staff. Posters are prominently displayed in the main lobby. Office staff and School Safety have language cards readily accessible.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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. Support and assistance will be given to parents who need translated surveys and/or assistance in interpretation. Daily interactions with parents and letters from parents are another way in which teachers gather informal feedback from parents.