



**HARRY EICHLER SCHOOL  
P. S. 56**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 27Q056  
ADDRESS: 86-10 114 STREET, RICHMOND HILL, NY 11418  
TELEPHONE: (718) 441-4448  
FAX: (718) 805-1538**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 27Q056      **SCHOOL NAME:** Harry Eichler School

**SCHOOL ADDRESS:** 86-10 114 Street, Richmond Hill, NY 11418

**SCHOOL TELEPHONE:** (718) 441-4448      **FAX:** (718) 805-1538

**SCHOOL CONTACT PERSON:** Ann Leiter      **EMAIL ADDRESS:** [aleiter@schools.nyc.gov](mailto:aleiter@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Anna Forte

**PRINCIPAL:** Ann Leiter

**UFT CHAPTER LEADER:** Camille Rodecker

**PARENTS' ASSOCIATION PRESIDENT:** Margaret Kearns-Stanley

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 27      **CHILDREN FIRST NETWORK (CFN):** 406

**NETWORK LEADER:** Sandra Litrico

**SUPERINTENDENT:** Michele Lloyd-Bey

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Ann Leiter	*Principal or Designee	
Camille Rodecker	*UFT Chapter Chairperson or Designee	
Anju Modak	*PA/PTA President or Designated Co-President	
Benjamin Camacho	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Maria Lamberti	Member/Assistant Principal	
Anna Forte	Member/Teacher	
Laura Razzino-Sisto	Member/Teacher	
Patricia McCormack	Member/Parent	
Regina Sugrue	Member/Parent	
Sonia Sukdeo	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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PS 56 has a rich cultural diversity. We have a unique structure as a grade 2-5 school; a gifted and talented class in grades 4 and 5; an ESL push-in class in each grade, and Collaborative Team Teaching classes in grades 2, 3, 4 and 5, as well as a grade 4/5 bridge Self-Contained 12:1 class. We have Smartboards in 100% of our classrooms and in our cluster programs. The staff has taken on the responsibility of collaboratively planning as a grade on a weekly basis. There is a high level of parent involvement at parent evening curriculum workshops in literacy, math, science, and social studies, as well as non-academic events including Family Games Night, Card Night, Mom & Me Night and Dad & Me Night. Staff pursues outside funding from Donors Choose, NY State Arts Grants, NY State Legislative Grants, and other independently funded special projects. We have partnered with HDR, a private engineering firm in the PENCIL Program.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				<b>Students in Temporary Housing: Total Number</b>					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				<b>Recent Immigrants: Total Number</b>					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Total				(As of June 30)	2007-08	2008-09	2009-10		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
<b>Male</b>								
<b>Female</b>								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

The School Leadership Team and the CEP subcommittee reviewed the following documents: Progress Report, Item Analysis by grade, class, and student in ELA and Math on the Spring 2010 NYS exams, EM Unit assessments, Quality Review, Annual School Report Card, NYSESLAT results, DIBELS results, the NYSESLAT Modality Report and RLAT reports on ESL performance as well as parent surveys.

### ELA

In analyzing the grade 2 MCLASS results, the beginning benchmark shows the following current reading levels among students:

22%	Far below Level RB – E
29%	Below Proficient G – H
28%	Proficient – I (current October grade 2 grade level expectation)
20%	Above Proficient – K and above

This indicates that 51% of children are a combined Below Proficient and Far Below Proficient levels. Of the Far Below Proficient group, 33% are English Language Learners (ELL) students. 25% are Individual Educational Plan (IEP) students within a Collaborative Team Teaching (CTT) class. Of the children performing Below Proficient: 21% are ELL students; 7% are IEP students.

In analyzing the current grade 3 MCLASS results, based on End of Year – grade 2 assessment:

31%	Far below Level
15%	Below Proficient
19%	Proficient
35%	Above Proficient

This indicates that 46% of children are a combined Below Proficient and Far Below Proficient levels. Of the Far Below Proficient group, 80% are ELL students and 23% are IEP students within a CTT class. Of the children performing Below Proficient, 20% are ELL students and 13% are IEP students.

In reviewing the Spring 2010 school-wide ELA state exam Item Analysis results, we noted that of our current grade 4 and 5 students:

**Current Grade 4**

Level I			Level II			Level III			Level IV			Perfect Score
Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	
1	6	16	11	11	7	27	26	0	15	1	5→	5
Total 23 (22%)			29 (28%)			33 (30%)			21 (20%)			= 103

Results indicate that of 103 grade 4 students, 52 or 49.33% performed below grade level and 54 or 49.66% performed on or above grade level.

**Current Grade 5**

Level I			Level II			Level III			Level IV			Perfect Score
Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	
0	2	8	8	18	14	28	14	11	8	0	0	0
Total 10 (9%)			40 (36%)			53 (48%)			8 (7%)			= 111

Among the current grade 5 students, 50 children or 45% performed below grade level and 61 children or 55% performed on or above grade level.

In reviewing school-wide grade level classroom performance based on Fountas & Pinnell Assessment as of October 2010, we note the following:

**GRADE LEVEL FOUNTAS & PINNELL ASSESSMENT OCTOBER 2010**

Grade	Below Grade Level	On Grade Level	Above Grade Level
2	84	8	16
3	80	4	18
4	53	12	57
5	54	11	55
Total 452	271 (60%)	35 (8%)	146 (32%)

This evaluation indicates a trend that up to 60% of students are performing below grade level. There is a need to bring children's reading up to grade level. As a result our goal for the 2010-2011 school year will be to move all children's reading levels up a minimum of 3 levels over the school year. Recognizing that children vary in their progress, their rate in reading, with some students at times moving quickly through levels while others remaining longer, we expect students at beginning levels, once processing of text becomes automatic, to progress rapidly across levels. Students meeting the demands of increasingly challenging texts at the higher reading levels will deepen their understanding of genres and demonstrate a slower progression across Guided Reading levels. Therefore, we expect that students reading at levels U and above to progress to at least a subsequent level.

**ESL**

15% of students schoolwide receive ESL services. In analyzing the NYSESLAT Modality Report reflecting the Spring 2010 NYSESLAT Listening/Speaking subtest, the children performed as follows:

Grade	Beginner	Intermediate	Advanced	Proficient

Grade 2	0	0	8	2	
Grade 3	1	8	17	3	
Grade 4	0	2	12	7	
Grade 5	1	2	11	3	
Total	2	12	48	15	77

In analyzing the RNMR report reflecting the Spring 2010 NYSESLAT Reading/Writing subtest, the children performed as follows:

Grade	Beginner	Intermediate	Advanced	Proficient	
Grade 2	0	2	4	3	
Grade 3	6	13	6	4	
Grade 4	0	2	12	7	
Grade 5	3	2	10	3	
Total	9	19	32	17	77

Students received a composite score where the two NYSESLAT subtests are combined. Combined scores results in a single performance level. This score is reflective of the lower level of the two subtests.

Grade	Listening/ Speaking				Reading/ Writing			
	Beginner	Intermediate	Advanced	Proficient	Beginner	Intermediate	Advanced	Proficient
Grade 5	1	2	12	3	3	2	10	3
Grade 4	0	1	12	2	0	5	8	2
Grade 3	1	8	17	0	6	13	5	1
Grade 2	0	0	8	2	0	1	4	5
Total 69	3%	16%	71%	10%	14%	31%	40%	15%

The NYSESLAT is designed so that children are administered the same exam, with different cut scores, in grades 2, 3, and 4. Grade 4 students who have received ESL services for more than 3 years and have not passed the NYSESLAT, are at a great risk of becoming future Long Term ELLs. It is, therefore, most important that these students receive targeted support in order to achieve a proficient score before entering grade 5.

Children entering grade 3 with less than advanced performance levels on both the Listening & Speaking and Reading & Writing are at risk of becoming Long Term ELLs. Children's ESL status is determined by a combination of their Listening/Speaking and Reading/Writing scores.

In analyzing current grade 5 ESL students:

- one has been receiving services for 6 years;
- six have been receiving services for 5 years;
- three have been receiving services for 4 years;
- two have been receiving services for 3 years;
- no children have been receiving services for 2 years;
- three have been receiving services for 1 year;
- one has been receiving services for less than 1 year
  
- 13/17 scores Advanced
- 1/17 scores Intermediate
- 3/17 scored Beginning

In analyzing the past three years performance levels of the 14 current grade 4 ESL students:

- seven have been receiving services for 4 years;

- two have been receiving services for 3 years;
  - three have been receiving services for 2 years;
  - two have been receiving services for 1 year
  - three students have IEPs
- 
- 12/14 scored Advanced
  - 2/14 scored Intermediate
  - 0/14 scored Beginner

In analyzing the past 3 years performance level of the 25 current grade 3 ESL students:

- eight have been receiving services for 3 years;
  - seven have been receiving services for 2 years;
  - six have been receiving services for 1 year;
  - five have been receiving services for less than 1 year
  - six students have IEPs
- 
- 5/25 scored Advanced
  - 15/25 scored Intermediate
  - 6/25 scored Beginner

In analyzing the past 3 years performance levels of the 10 current grade 2 ESL students:

- 1 has been receiving services for 3 years;
  - 9 have been receiving services for 2 years
  - 1 has an IEP
- 
- 9/10 scored Advanced
  - 1/10 scored Intermediate
  - 0/10 scored Beginner

An analysis of the ELA reading assessment identified that significant numbers of the children performing below and far below proficiency reading levels are also ELL students. The charts above for the Listening/Speaking and Reading/Writing components of the Spring NYSESLAT exam, indicate that as a school, students are performing better on the Listening/Speaking component than the Reading/Writing component. This data combined with the Grade Level Fountas & Pinnell Assessment October 2010 results indicating 60% of children reading below grade level support the findings that ESL children need to increase proficiency in the area of reading, across the grades. This trend recognizes a need to target reading levels for ELL students as a CEP goal.

We will target instruction to continually move children through the levels each year toward proficiency.

To support the children receiving services in the ESL program for 4 years or more, and ESL Inquiry Team will be established to monitor progress, explore possible causes of low performance, and design strategies for implementation.

## **MATH**

The Everyday Math Program is implemented in grades 2, 3 and 5.

In reviewing the Everyday Math Unit assessments for grade 2, it was noted that on average 68% of students performed at 70% or above. Areas of weakness include addition and subtraction facts, numbers and routines, whole number operations, and patterns.

In an effort to address student deficits in math at an earlier stage of their education, all grade 2 classes will participate in the Mindsprinting Program during the 37.5 minutes of Morning Tutoring in the 2010-2011 school year. This is a targeted differentiated program. It will address our AIS needs more effectively in mathematics in grade 2. Progress will be monitored over the course of the school year.

In reviewing the Everyday Math Unit assessments for grade 3, it was noted that on average 64% of students perform at 70% or above. Areas of weakness include numbers and number sense, multiplication and division, estimation and patterns.

In reviewing the Everyday Math Unit assessments for grade 4, it was noted that on average 74% of students perform at 70% or above. Areas of weakness include number sense, multiplication and division, and decimals.

In reviewing the Everyday Math Unit assessments for grade 5, it was noted that on average 71% of students perform at 70% or above. Areas of weakness include multiplication and division, estimation, and decimals.

In reviewing the Spring 2010 school-wide New York State Math exams Item Analysis results, we noted that of our current grade 4 and 5 students:

**Current Grade 4**

Level I			Level II			Level III			Level IV			Perfect Score
Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	
0	0	10	8	20	5	18	11	0	11	0	42	42
Total 10			33			29			53 =			125
43 (34%)						82 (66%)						125

Sixty six percent of grade 4 students performed on or above grade level work. Half of these students achieved a perfect score. 33% of students performed below grade level. 9% of the grade, or 5 students performed as Level I. All scored a high Level I and all students are Special Needs Learners.

**Current Grade 5**

Level I			Level II			Level III			Level IV			Perfect Score
Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	
1	0	11	7	7	12	8	14	10	33	9	4	0
Total 13			26			32			46 =			116
39 (33%)						78 (67%)						116

Sixty seven percent of grade 5 students performed on or above grade level work. 3% of these students achieved a perfect score. Thirty three percent of students performed below grade level. Of the children performing Level I, 80% are Special Needs Learners. Fifteen percent of students schoolwide receive ESL services.

After analyzing the Spring 2010 NYS Math exam Item Analysis data, it was noted that the most common areas of low performance were in the areas of estimation, division, fractions, decimals, percents, probability, and ratios. In mathematics, a balance must be attained in proficiency of basic facts, understanding of concepts and problem solving by integrating number systems with reasoning,

modeling and multiple representations. Conceptually identified areas share a dependence on knowing the basic multiplication facts with automaticity. The patterns and relationship of numbers is consistently applied in these areas of mathematics. This skill will assist students in analyzing and solving problems by observing number patterns and by identifying relationships among numbers within the areas of math stated.

In September 2010, an assessment of grade 4 and 5 students indicated that only 20% of grade 4 children and 13% of grade 5 children had mastered their multiplication skills. Mastery is defined as being able to solve a 100 example multiplication test in 3 minutes. Mastering the multiplication tables is a grade 3 Performance Standard. These figures identify a trend of children performing far below expectations in this skill as the children move up through the grades.

According to the article, Students With Learning Disability in Math are Left Behind in Multiplication Reasoning?

Number as Abstract Composite Unit is a Likely "Culprit"

May 1, 2010

Ron Tzuz

University of Colorado – Denver

Yan Ping Xiu, Luo Si, Rachael Kenney, Adam Guebert, Purdue University

the concept of ratio is a major source of problems among 9-13 year olds. Students who lack number sense fail to advance from additive reasoning to multiplication reasoning. In order to acquire new math concepts, students initially go through a stage where, after instruction, the learner develops a link with what they already know to what they learned but still rely on prior math knowledge to justify their thinking. In the second stage the learner is able to independently use the new concept relationship according to the problem posed. This stage is not automatic and must be taught. One way to effectively promote progress from addition to multiplication reasoning is to develop the child's ability to anticipate and use the results of multiplying, developing automaticity, and being able to focus on processing math tasks requiring problem solving. As a result, we will set grade 3 mastering of multiplication as an annual goal.

Our last Quality Review was in April 2008. We received an overall evaluation of **Well Developed**.

One of the recommendations was to:

Deepen the analysis of progress data to determine the long-term progress of individual students and groups during their time in the school.

In response to this recommendation we have implemented the Fountas & Pinnell Reading Assessment System. Children are monitored for reading progress/levels 4 times a year. Fountas & Pinnell Folders contain student reading levels, benchmarked each semester, thereby indicating year to year progress. This allows us to monitor student performance over a child's entire 4 year educational experience at P. S. 56Q. At benchmarks, data is analyzed to identify the number of children on grade level at each benchmark. Data includes:

- Moved up one level
- Moved up two levels
- Moved up three levels
- Moved up four levels or more
- Remained the same
- Dropped a level
- Level Z and above since the last interval
- Progress over the years

- Reading status compared to current expected reading level at that point in the school year

We will continue this system of data collection but add additional data analysis to include the number of children who are on grade level at each interval by class, grade and school. This information will be used to adjust instructional practice and provide needed AIS support.

The second recommendation was to:

Make interim goals and benchmarks more specific to sharpen the implementation and evaluation of whole school initiatives.

In response to this recommendation the SLT sets monthly and quarterly benchmarks for each CEP goal. Student data is also collected, reviewed and analyzed.

The third recommendation was to:

Extend opportunities for cross grade communication in order to develop further the good work in establishing continuity and progression in learning.

In response to this recommendation we have established both grade level curriculum mapping and vertical planning sessions to encompass ELA Core Standards. Along with common preps for teachers by grade, we have also established weekly common preps for all teachers of ESL classes and all teachers of Special Education classes.

Our most recent NY State School Report Card dated 2008-2009 indicated that the school met its Adequate Yearly Progress (AYP) for all students in ELA, Math and Science in all ethnicities and other group designations.

Due to budget cuts and a drop in the school register, we have received a reduction in school-wide funding for the 2010-2011 school year. As a result we reduced the number of grade 3 classes from five to four, impacting class size. We also eliminated one AIS teaching position and are unable to offer an After School Academic Program.

Our school demographics have changed. Due to Citywide Gifted Program changes, we had the number of gifted and talented classes reduced from three to two, and have increased our CTT classes from three to four.

P. S. 56 participates in a DOE Pilot Program to align Curriculum Mapping to the new Common Core Standards. In the Spring of 2010 two grade 2 teachers and the Assistant Principal formed a core school team as part of the original program initiative. Grade 2 teachers and Assistant Principal were trained by Heidi-Hayes Jacob and participated in a study group around selected chapters in Mapping the Big Picture. This effort will continue into the 2010-2011 school year. Our involvement expanded to include four classroom teachers, a grade 5 teacher with skills in technology, as well as the Assistant Principal. This core team will regularly meet to collaboratively continue to revise our current grade 2 Curriculum Map. This effort has had a positive impact school-wide in that the Curriculum Mapping philosophy, i.e., essential questions espoused by Heidi-Hayes Jacob, is being continued up through each of the grades.

In May/June 2010, each grade was provided with 2 full days of collaborative PD time in-house to address Curriculum Mapping and planning with the Core Standards for the 2010-2011 school year. We hope to provide this high quality time again next year. Since teacher programs must be covered,

it will necessitate the hiring of per diem subs to cover staff accordingly. Title I 5% high quality available funds will be allocated for this work.

In light of revised Special Education pre-referral requirements, schools will need to provide more extensive documentation as to the AIS supports a student receives prior to a Special Education referral. In response to this requirement we will designate 3 staff members to provide documented targeted supports to children who are at risk of referral, during Morning Tutoring. Children will be grouped by subject and area of need for 5 to 10 week cycles.

What are the most significant aids or barriers to the school's continued improvement?

Aids to school improvement include:

- Morning Tutoring Program, 37.5 minutes of small group instruction (10 students:1 teacher) via recent UFT contract, is used as AIS time as well as a proactive math opportunity to prepare foundation skills for math lessons, all grades.
- We offer an After School NYSESLAT Test Prep Program for at-risk grade 3, 4 and 5 students in NYSESLAT.
- Innovative instructional design by some grade 2, 3 and 5 teachers to establish a co-teaching approach to reading and writing, sharing the talents and creativity of the teachers.
- P.S. 56Q has established partnerships with Molloy College and Hofstra University to work with student teachers and observers at our school for their practicum. This will provide us with access to a pool of potential teachers for future P.S. 56Q faculty.
- Implement MCLASS Reading Assessment in grade 2 to monitor student progress across the school year.
- Instituted a rubric measuring "Active" student listening behavior in an effort to improve student engagement. A corresponding grade is included each semester on the report card.
- Monthly Curriculum Calendars (Literacy and Mathematics) maintain a grade level instructional focus for teacher collaboration and parental communication. A School-Wide Curriculum Mapping Committee consisting of at least 2 teachers per grade was established to better align ELA curriculum across the grades and Core Standards. Numbered parent letter are sent home to ensure parents receive all school-distributed information.
- We have a growing use of technology as instructional tools including: videoconferencing, PODCASTING, Webquests, United Streaming, and iZONE. Smartboards are available in every classroom, including science, music clusters and SETSS. We provide ongoing in-house professional development to staff.
- For the 2010-2011 school year we continue to participate in a DOE pilot program to align Curriculum Mapping in ELA for grade 2 to Common Core Standards. Curriculum Mapping in ELA for grade 2. Being part of this process has allowed us school-wide to view Curriculum Mapping more deeply, records maps onto googledocs and make comprehensive revisions, place them on ARIS, while aligning to common Core Standards.
- We joined the iZONE Technology Program to expand our capacity for differentiation to grade 3 and 4 students while upgrading our technological capacity and equipment inventory.
- By creating a CEP goal addressing the areas of need of our ELL students, we have expanded this effort to create more cohesiveness among all ESL teachers and service providers working with ELL children, which has created an ongoing dialogue of observations, suggestions and efforts.
- We are participating in the Teacher Effectiveness Action Research Project to explore teacher evaluation through the perspective of teacher professional development.
- Teachers continue to seek outside funding sources for special class projects and have successfully attained funding, i.e., Donor's Choose.

Barriers to school's continuous improvement include:

- We are an elementary school without a library for the past 19 years. Due to previous overcrowding and current growing numbers of Special Education classes assigned to the

school, we do not have the space to designate for a school library. This denies the children vital access to books, resources, and computer equipment for on-line research. The local library's juvenile section is very limited and outdated. Most children do not have the financial or material resources at home to compensate for this need.

- We are an elementary school that begins with grade 2. Most attend P. S. 51Q for Pre-Kindergarten, Kindergarten, and grade 1. The two schools share the same geographic zone. There are individual school educational goals. We continue to search for a consistent, reliable and common assessment system in literacy and math, between P. S. 51Q and P. S. 56Q. We strive to convey consistent information to parents regarding student ability and performance levels.
- As a 100 year old facility, we do not have a formal gymnasium. Students use the yard area for physical education classes when the weather permits. At other times, a small common indoor area is used. This space does not provide sufficient area for a full range of physical education activities. It prohibits full implementation of the administration of Fitness Gram activity and assessments year long. We have also had to reduce the size of our schoolyard to accommodate two transportable classrooms. Their location necessitates the traveling of classes and staff during inclement weather, rain and snow to enter the main building for lunch, science, all related services, etc., thereby impacting on instructional time.
- Due to budget reductions we are unable to provide an Academic Afterschool Program. We increased class size as well as reduced the grade by one class in grade 3. We eliminated an AIS position and have reduced opportunities for paid Professional Development for teachers. We are also unable to fund outside art programs for students.
- As a facility that is over 100 years old, we continue to have problems with our infrastructure, i.e., adequate wiring and amperage to support technology, storage of materials, etc.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### **GOAL #1:**

By June 2011, 88% of all students will move up a minimum of 3 reading levels using the Fountas & Pinnell Benchmark Assessment System four times a year (October, January, April, June) to monitor progress.

### **Goal #2:**

By June 2011, 50% of grade 3 students will demonstrate automaticity in recalling basic multiplication facts by completing a 3 minute/100 example multiplication tables 1x1 to 10x10 by scoring 100% on a 3 minute/100 example multiplication test.

### **GOAL #3:**

By June 2011, 30% of all ESL eligible students will move up a minimum of one performance level in either Listening/Speaking or the Reading/Writing component on the 2011 NYSESLAT exam.



**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** Literacy

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>GOAL #1:</b> By June 2011, 88% of all students will move up a minimum of 3 reading levels using the Fountas &amp; Pinnell Benchmark Assessment System to be administered four times a year (October, January, April, June).</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The Fountas &amp; Pinnell Benchmark Assessment System will record students’ instructional reading levels both over the course of the current school year and from grade 2-5 while at PS 56. A year’s progress is being measured by moving up at least 3 reading levels, as per Fountas &amp; Pinnell. Our needs analysis shows inconsistent progress in students’ reading performance from grade to grade. Therefore, we will monitor progress for consistency over time.</p> <p>All students will be assessed in reading using the Fountas &amp; Pinnell Benchmark Assessment System in October, January, April and June. Longitude Records of Reading Progress will be used to record each student’s guided reading levels over the course of the school year as well as from year to year. Children will be tested using Fountas &amp; Pinnell Running Record Recording Forms for fluency, oral reading and comprehension. Grade 2 will monitor student progress in reading through MCLASS and DIBELS, based on a running record system. Running Records data will be documented on the recording folders.</p> <p>In addition, students and teachers will set individual reading goals for each trimester. Information will be recorded on Pink Literacy Progress Sheets. Teachers will evaluate progress and students will self-assess achievement of their goals at the end of each period. Parents will receive copies of the Pink Literacy Progress Sheets three times a year to keep them informed of student progress. (December, March, June) Our reading program is focused on a balance literacy approach. Through a process of teacher collaboration of planning annual curriculum maps using the Core Standards, teachers developed units of study across genres emphasizing reading and writing, increasing comprehension and fluency as well as strategies for self regulation in reading. Teachers will implement the workshop model for reading and writing</p>

instruction. Reading skills and strategies will be taught whole class through shared reading experiences using texts displayed on Smartboards, in books, or reprinted so that each child has access. Targeted reading instruction will follow through a guided reading structure. Students will regularly meet in small groups or individually with their teachers for direct strategy instruction. Teachers will maintain ongoing records of student conferences. Information collected will be used to target instruction and for future lesson planning. Instructional activities emphasizing reading comprehension for student independent work will incorporate exploring the internet, responding to text, reading self selected books, participating in literature circles, genre studies or practicing skills and strategies, accessing computer programs (Compass Learning, Time to Know or Study Island).

The Comprehension Toolkit by S. Harvey and A. Goudvis provides strategies through non-fiction and realistic fiction text to develop higher order thinking skills. Children will be taught to analyze their thinking to synthesis the information. This approach also provides opportunities for children to engage in meaningful conversations and Accountable Talk.

We will use the Scholastic Guided Reading Program, a multi-level and multi-genre program to support our guided reading component. Classes will also use the Reading A-Z website to access leveled texts and corresponding lesson plans. An updated component translated text into Spanish for newly arrived ESL students. Classes will also use the Lessons in Literacy to support skills instruction in reading. Testing Fundamentals in grades 4 and 5 support the integration of strategy instruction with literacy instruction. We will utilize the leveled letter system developed by Fountas & Pinnell to identify students' reading levels through the Benchmark System. We will use the workshop model for Balanced Literacy where instruction is facilitated using the strategies of flexible grouping. In our homogeneous second grade classes, students with the greatest needs receive additional AIS supports in the form of a push-in staff member during the Guided Reading period. This will reduce the student-teacher ratio. Within these small groups, children will receive direct targeted instruction in reading skills and comprehension strategies according to individual student needs. During Guided Reading teacher conference 1:1 with students, providing direct feedback, which will move student learning forward. This structure supports individual student goals.

The School-Wide Enrichment Model Reading Framework (SEM-R), encourages children to monitor their own comprehension through self-regulation while reading independently. During this time, teachers will conduct 1:1 conferences to develop higher order thinking skills through strategy-embedded questions. The goal is to increase reading stamina, critical thinking and fluency.

Identified ELL students will meet with a licensed ESL teacher during Guided Reading instruction. The teacher will embed ESL methodology according to student ESL levels, beginning, intermediate, or advanced. Flexible grouping include ELL, General Education and Special Education students. All staff support literacy instruction in their subject-specific

	<p>programs. Classroom teachers will plan monthly units of study around the curriculum calendar. All students will be assessed in writing using unit rubrics. Teachers will evaluate students' performance using genre specific rubrics. Students will set individual goals for each unit of study and self-evaluate based on the rubric. Information will be recorded and evaluated on the Yellow Writing Progress Sheets and maintained over the course of the school year.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>All classrooms have classroom libraries. Scholastic leveled Guided Reading box sets are available in levels from E through Z in fiction, non-fiction and content areas to all staff in our Resource Center, Room 151. Every classroom and cluster teacher has a Smartboard, which supports and enhances teaching and learning. All classrooms have a minimum of 4 computers for students to access during independent work time. As part of the iZONE pilot, Grade 3 students share 72 notepads and Grade 4 students has a laptop. All classes will have access to the Renzulli Learning. Com. Study Island, supports individual instruction based on student generated profiles. Teachers have access to Reading A-Z, leveled books online. Staff members will each receive professional development in integrating Smartboard Technology in classrooms, Renzulli Learning, mClass, DIBELS, ESL methodology training, intervisitations, attendance at workshops and conferences, professional literature, grade level study groups, and visits to other school sites. We will host student teachers from Hofstra and Molloy College, which will further reduces the student-teacher ratio. In addition, we have prioritized a reduced student-ratio in supporting standards by reducing class size in grades 2, 4 and 5, utilizing our Contract for Excellence funding. AIS staff members push-in during Grade 2 Guided Reading to support student learning. Fair Student Funding will be used to purchase Scholastic Guided Reading box sets in fiction and non-fiction as needed and individual monitoring folders. DYO and Fair Student Funding will be used to purchase Reading A-Z Renzulli Learning.com to support individual instruction based on student generated profiles. Title I SWP funds will be used to purchase attendance at professional development workshops and conferences, professional literature, and per diem time for teacher collaboration. Our AIS staff members will be funded through Title I SWP, Title I ia Supplemental and Fair Student Funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Children will be administered the ACUITY two times a year in addition to the predictive assessment in January. Data will be reviewed by administrators and grade level teachers to drive instruction. The Study Island online assessment identifies individual student strengths and weaknesses in reading based on standards. Students will get individual feedback and use that to set individual goals for improvement. Children will be administered the Fountas &amp; Pinnell Assessment System 4 times a year, October, January, April, June. All children are expected to progress a minimum of 3 reading levels in a school year. School created excel sheet will provide data on:</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Math

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal #2:</b> By June 2011, 50% of grade 3 students will demonstrate automaticity in recalling basic multiplication facts by completing a 3 minute/100 example multiplication tables (1x1 to 10x10) by scoring 100% on a 3 minute/100 example multiplication test.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Children in grade 3 will receive direct instruction in grouping and in the multiplication tables through the Everyday Math Program. Additional support will be provided in the classroom through the Compass Odyssey Learning online technology program as well as Fast Math online. All grade 2 and 3 students will recite, in unison, the products of the multiplication table of the month at the end of Morning Lineup Announcements each day. November: 3x table, December: 4x table, January: 6x table, February: 7x table, March: 8x table, April: 9x table, May and June: assorted. The purpose is to assist children in acquiring the strategy of counting up the table through the memorization of the products. While looking at a chart, children count off one finger for each product. To identify 4 x 6, they learn to count off the products of 4 and stop at the sixth number, 4-8-12-16-20-24. This method is faster than the child making 4 groups of 6 lines on scrap paper each time.</p> <p>Children will have homework at least 3x a week on the multiplication tables. The multiples will be incorporated into gym activities.</p> <p>A grade-wide bulletin board will chart the percentage of children achieving mastering of the multiplication tables across the school year. As children master 100 correct examples in 3 minutes, they will receive a Multiplication Masters Certificate. The children and their families will be invited to an Ice Cream Social in June 2011 to celebrate this achievement.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>The iZONE program will provide 76 netbooks, all necessary building electrical upgrades, staff professional development and technology support. Staff training over the summer of 2010 will be provided by iZONE. P. S. 56 participating teachers and paraprofessionals will be paid training rate by the Department of Education. A part-time coach will also be assigned to P. S. 56 to provide ongoing Professional Development and support.</p> <p>The program will be initiated on the first day of school in September 2010. There will be two all day training sessions held at P. S. 56 on Wednesday, July 28, 2010 and Thursday, July 29, 2010. Additional training will be provided on November 2, 2010.</p> <p>PS 56 will provide access to current classroom desktop computers to allow each child in the program individual computer availability. To support this effort at home, all parents will be informed via a parent letter as well as through announcements at PTA and SLT meeting. Paper for printing requirements are expected to be \$750. Fair student funding will be used. Ice Cream Social supplies will be provided by Title I 1% Parent Involvement funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Children will be administered quizzes of 10 examples on the back of their weekly spelling tests. They will also be given monthly tests to assess mastering of multiplication tables previously taught.</p> <p>Beginning in April, children will take a bi-weekly 100 example test to be completed in 3 minutes. Results will be collected and graphed on a public bulletin board display.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ESL

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>GOAL #3:</b> By June 2011, a minimum of 5% of ESL students will increase in their Listening and Speaking performance level on the Spring 2011 NYSESLAT compared to the Spring 2010 NYSESLAT Exam results.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Support will be provided for all ELL students in grades 2-5 in a variety of learning opportunities.</p> <ol style="list-style-type: none"> <li>1. Mandated instruction for ELL students will focus on increasing time and expectations for students to engage in verbal exchanges between teacher and students as well as between student to student in partner work, small group discussions, and oral presentation. This will be consistent whether ESL teacher or classroom teacher.</li> <li>2. All ESL classes will establish a Listening Center, which will be utilized as a center during Independent Reading periods from October to June over the course of the school year.</li> <li>3. ELL students will have the opportunity to take home books on tape/CD to listen to the reading of authentic literature being modeled.</li> <li>4. A 10-week After School Program will be scheduled from February to May to support development of NYSESLAT test sophistication skills for students in grade 5. This will address the refinement of skills prior to the administration of the 2011 NYSESLAT exam through 5-week cycles and flexible grouping.</li> <li>5. We will implement the Connection Program to support grade 2 students through in-house personal staff mentoring/monitoring until each child passes the NYSESLAT.</li> <li>6. Classroom activities will mirror the 8-second response time to listening to recorded voice and response to complex comprehension questions.</li> </ol> <p>All ESL classroom teachers and ESL licensed service providers will have a weekly common prep to accommodate for ongoing discussion, suggestions, and collaboration regarding student performance, progress and needs from all students grade 2-5.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Materials for the Listening Center will include Read Naturally .8 and 1.3 texts and CDs and site licenses, as well as appropriate trade books on comparable levels on CDs. A CD/tape player will be provided for each ESL classroom 2-105, 3-107, 4-202 and 5-104. Children will be provided with tape/CD players to take home for additional time on task beyond the school day. These materials will be used after school as well as in daily classrooms.</p> <p>The After School Program will provide text sophistication materials through "Getting Ready for English Language Proficiency Assessment." Both teaching staff per session and material purchases will be funded through our Title III allocation.</p> <p>Professional development for ESL staff will be provided by Title I SWP allocation, which will be used for admission fees and substitute teacher per diem during staff attendance.</p> <p>Teaching staff for the After School Program will attend an After School Professional Development session to review, plan and align materials across the grades. This will take place on February 1, 2011 at 3:15 PM, funded by Title III allocation.</p> <p>In addition we will link with Network ESL specialists to identify complementary materials for instruction and assessment of listening and speaking skills. Funds will be supplemented by Network.</p> <p>Title III funds will be used to fund an After School Program for teacher and para per session as well as text sophistication materials, "Getting Ready for English Language Proficiency Assessment."</p> <p>Classroom materials of recorded voice and other technology based listening and speaking skill development programs will be provided through our Network Support Staff. They will also provide professional development to staff serving ELL eligible students.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>ELL students in grade 3, 4 and 5 will take the ESL Periodic Assessments twice a year. Students will be assessed for Listening and Speaking skills based on an in-house assessment designed by the ESL teacher. It will be based on the rubric used for scoring the NYSESLAT assessment. This data will be used to monitor progress, language acquisition and comprehension. Children in the After School Program will have their performance on the 2011 NYSESLAT compared to their 2010 performance in each component; Listening, Speaking, Reading and Writing.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	30	30	N/A	N/A	2	1	2	1
3	32	32	N/A	N/A	1	2	2	0
4	27	6	7	4	7	1	1	0
5	18	3	9	5	2	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>IEP teacher in grades 2 to 5 will support students through small group targeted instruction and pull-out model. Grade 2 average class size <u>20</u>; Grade 4 average class size <u>24</u>; Grade 5 average class size <u>21</u>. We used reduced class size as our primary AIS support. An AIS teacher pushes in during Guided Reading in grade 3. Classroom teachers group children for targeted instruction. Grade 3 and 4 are part of a technology pilot where children work on differentiated skills a minimum of 30 minutes a day in ELA.</p>
<p><b>Mathematics:</b></p>	<p>37.5 minutes Morning Tutoring provides targeted small group instruction on Monday, Tuesday, Wednesday and Thursday for students in grade 5 to develop pre-skills in daily EM program. AIS Math teacher provides small group targeted instruction with pull-out program.</p>
<p><b>Science:</b></p>	<p>The OST after school program provides support to grade 4 and 5 children 3 days a week from 3:00 – 4:30. Instruction will include test sophistication strategies, Brain POP video, and test segments. In addition, students in grade 4 have access both at home and at school to the Study Island on-line educational program where teachers can customize assignments. The program is aligned with NY State Standards.</p>
<p><b>Social Studies:</b></p>	<p>AIS support is provided for grade 4 and 5 children during the school day through the use of social studies theme in Shared Reading and Guided Reading, embedding reading strategies with social studies content knowledge. Children in grade 5 also have access to Study Island Social Studies where teachers can customize assignments. In computer, students work on Social Studies content based webquests to support and project based learning.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>The Guidance Counselor will provide at risk counseling on a crisis basis. The position is a 2-day position with a full mandated schedule during school.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>School Psychologist will devote available time in her schedule to at-risk prevention services through 1:1, small group and family support counseling. Our Schoolwide OLWEUS Bully Prevention and Social Decision Program supports the work for at-risk students in behavior management.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>Social Worker will service the needs of Spanish speaking students and families with social and family concerns. She will also work with children identified as at-risk to provide counseling within small groups. The Social Worker will also provide classroom support to teachers and students in the areas of organization, socialization and behavior management.</p>

<b>At-risk Health-related Services:</b>	The school nurse will provide direct information and medical services as needed. The Parent Coordinator will provide information regarding related community services to students. The nurse provides Open-Airways program to asthmatic students.
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**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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P.S. 56Q is a grade 2-5 elementary school with 15%, or approximately 75 of our students eligible for ESL services. Our Title III program goals are focused on supporting ESL students to gain proficiency in English language skills in the elementary school setting.

We are awaiting the results of the 2010 NYSESLAT exam. See Needs Assessment for ESL program and student performance analysis.

We anticipate initiating an after school program to target student needs to support success on the NYSESLAT.

- A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

We implement a Balanced Literacy approach in reading and the Writing Process approach in writing to integrate reading, writing, speaking and listening. There is a strong emphasis on modeling. In mathematics we use the Everyday Math Program throughout the school. It is a standards-based program that emphasizes a cyclical hands-on approach. Vocabulary is reinforced for ELL students.

We have two designated science teachers, one for the upper grades and one for the lower grades. Classroom teachers provide instruction in Social Studies. Instruction follows the NYC Scope and Sequence and the State Standards in both subject areas. Teaching accommodations include increased visual aides through Smartboard technology to access united streaming and BrainPop to support the needs of ELL students.

- B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

To support our students we will provide multiple after school programs. For children in grades 3, 4, and 5 we will offer an after school test prep program focusing on the components of the NYSESLAT exam of Listening, Speaking, Reading, and Writing. The program will be taught by one licensed ESL teacher and three Common Branch teachers who are acquiring their ESL licenses. The program will run three days a week (Tuesday-Wednesday-Thursday) from 3:00 PM – 4:30 PM, for a ten week period from February 20, 2011 to May 2, 2011. A certified ESL teacher will rotate on a half-hour period each day to provide explicit ESL to students in the class of the three CB teachers. Materials will include test prep materials, multi-level books, listening centers, books on tape, flashcards and materials in children's native language as available and appropriate.

In addition, we will offer an after school Homework Helper program for grade 2 students that will address targeted language skills identified by their classroom teacher. We will service up to 24 students. The language of instruction will be English. The program will be supported by three bilingual paraprofessionals to support student comprehension skills. The program will run three days a week (Tuesday-Wednesday-Thursday) from 3:00 PM – 4:30 PM from November 2010 to February 2011. The paraprofessionals will be under the direction of a licensed ESL teacher.

Extra curricular activities include the After School Program, an Outside of School Tutoring Program run by the Child Center of NY. It is available to all students including ESL, Monday-Friday from 3-6 PM and on vacation days and during the summer at PS 254Q. After School support in test prep for Math, Reading and NYSESLAT is offered exclusively to ESL students 8 weeks prior to state testing dates on Tuesday, Wednesday and Thursday from 3:00 PM to 4:30 PM.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Professional Development begins by providing the 7.5 hours of mandated training in ESL methodologies to all new teachers here at P. S. 56 by a licensed ESL teacher. This training is open to all staff members. It is provided after school from 3:00 – 4:30 PM over 5 consecutive Wednesdays early in the school year addressing teacher modeling, student assessment, reviewing student work, and interpretation of student data. This supports school-wide policy of data based instruction and individual student goals to support student achievement.

Professional Development sets the foundation for instruction that will support our program goals. A licensed ESL teacher will design the ten week course of study for the after school program. Delivery of instruction will be supported by Common Branch teachers in the process of acquiring accreditation in ESL and by bilingual paraprofessionals. All staff members will receive professional development in ESL techniques and language acquisition. Staff members will initially meet for a planning and training session. They will then link monthly for one hour for a duration of each program to monitor progress, review material effectiveness and needs, and plan for next step instructions.

Parent and Community Involvement:

All ESL students and their families are invited to participate in all day and after school events. In order to strengthen the academic link between school and home, parents of ESL families will be invited to attend individual parent training sessions for classroom teachers to model activities parents can implement at home to support their child’s academic progress. Initial sessions will be one hour in length with a one hour follow-up session to assess progress and provide next step training four weeks later. Teacher per session rate will be paid by Title I Parent Involvement funds. Title III funding would provide the materials including books, flashcards, books on tape, skills materials, etc. Thirty families have been invited to participate in this opportunity. A minimum of two hours per family will be allocated. Our goal is to have at least 30% of families participate.

In addition, we plan to initiate the Connection Program, connecting people *to learning and success*. The purpose of the program is to provide in-school direct personal contact with each grade 2 ESL student to support their academic growth over the course of their time at P. S. 56 until they pass the NYSESLAT exam.

**Section III. Title III Budget**

School: 56Q

BEDS Code: 34-27-00-01-0056

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per Session  - Per Session	\$11,819.00	- Teacher Per Session - \$49.89 x 216 hours = \$10,776  - Paraprofessional Per Session - \$28.98 x 36 hours = \$1,043
<b>Supplies and materials</b> - Supplies	\$3,180.00	Materials for After School Program and Parent Involvement training sessions.
<b>TOTAL</b>	\$14,999.00	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$ 264,106.00	\$ 12,971.00	\$ 277,077.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 2,641.00	--	\$ 2,641.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 13,205.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 26,410.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

*A comprehensive needs assessment of school-wide academic performance of State academic content and State academic achievement standards will be accomplished through:*

- a. An analysis of data of grade 3-5 State exams for the last 3 years in ELA, Math, Science, and Social Studies. It will identify patterns of school-wide strengths and weaknesses.*
- b. An annual Quality Review Self-Assessment will be conducted to collect input from multiple stakeholders, including administration, pedagogical staff, parents, and students.*
- c. Informal in-house assessments will be reviewed for progress toward State standards in literacy and math at 6-8 week intervals. Assessments will be administered and reviewed 5 times throughout the year.*
- d. Student writing pieces will be reviewed and analyzed every 6 weeks by an administrator. Grade-level teachers will review student work to identify teaching strengths and needs as reflected in student performance. Teachers and students will use a pre-determined rubric to guide instruction, student efforts and final scoring as well as student self-evaluation.*

## See Section IV Needs Assessment

### 2. Schoolwide reform strategies that:

#### a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

The major reform strategy that will be implemented to assist children in meeting the State's proficiency and advanced levels of academic achievement are:

- AIS staff will push into classes with children performing below grade level during Guided Reading periods to reduce teacher:student ratio.
- We will use homogenous grouping of children according to reading ability and reduce class size register in classes with the greatest needs to increase one to one academic support. This will allow more enrichment and project-based learning to occur in classes performing on or above grade level.
- Provide additional small group support with additional AIS staff in each grade. They will push in during Guided Reading.
- Morning tutoring, 150 minutes weekly, will be devoted to Math AIS for all students performing below grade level.
- Align curriculum with State Standards through curriculum mapping.
- Develop and implement curriculum maps in ELA that meet the State Standards.
- Continue to implement Pacing Calendars in all grades for the Everyday Mathematics program to adjust for the indicators.
- Monitor student progress towards reading 25 books per year.
- Institute benchmarks for monitoring student progress across reading levels.

#### b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

Our instructional strategies and methods will include:

- reducing the student:teacher ratio in classrooms during the Guided Reading period each day. We will do this by providing a highly qualified reading specialist within a Push-In support design. The classroom and AIS support teacher will form a Teaching Partnership for the school year. They will actively share the responsibilities of individual instruction for each child by co-planning, teaching, and assessing all children in the class for one school year.
- the 37.5 minute tutoring time will be used to support students in Math by:
  - scaffolding background math skills to provide support for upcoming Everyday Math instruction

- Implement performance reading and repeat reading techniques to improve word recognition, reading fluency and comprehension through the Read Naturally Program.
- P.S. 56 has a gifted and talented class for intellectually gifted children on grades 4 and 5. The program provides opportunities for Project-based learning. Many children in grades 3-5 participate in Thinkquest, a New York City technology-based competition where teams produce a theme-based website. Thinkquest is also becoming a major learning vehicle of a grade 5 non-gifted and talented class.
- Our greatest underserved population is the newly admitted children from Guyana, designated an “English speaking country.” The children are familiar with local dialects rather than standard English. The educational opportunities between the two countries are very different, and the children admitted in the upper grades are commonly 2 or more grade levels below our Standards for grade level proficiency. The children do not qualify for the deeply needed additional language support or transition time needed before becoming eligible to take State exams. To support the children’s language acquisition, they will be provided ESL strategies instruction with ELL student groups, as space permits. They will be invited to participate in all ESL after school language development programs. In addition, the children will be given support through the Wilson or Foundation Reading Program in small group settings and benefit from the Learning Leaders Program.
- All children who display low academic performance regardless of class placement from the gifted and talented class to general education, to CTT, self-contained, SETSS, or ESL are eligible to be presented to the IEP Teams for review. The PPT Team consists of the Principal, Assistant Principal, Guidance Counselor, School Psychologist, SETSS Teacher, Social Worker, IEP Teacher, and Speech Teacher. As teachers, whether classroom teacher, support specialists, or cluster, note significant delays in academic performance, they can submit their observations, student performance data, supports offered, and anecdotes to the team for review. The child’s academic, social, family, and health issues are considered. Appropriate Academic Intervention Support services, AIS, are initiated and monitored for progress. AIS services included STARS, 37.5 minute targeted tutor for their special subject area of need, at-risk counseling, outside counseling, Individual Tutoring with Parent Involvement, at-risk speech services, Learning Leaders, Wilson or Foundations Reading Program, etc.
- Provide Wilson Reading Program as an AIS support option.
- Have trained staff implement the Schools Attuned Programs to provide accommodations to support student needs.

### 3. Instruction by highly qualified staff.

Highly qualified and committed staff is essential to student success. According to our most recent BEDS survey, the PS 56 staff notes the following:

100% work within their license area

93% have a Master’s Degree or higher

100% have been teaching 2 years or more

40% have been teaching 10 years or more

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional Development is essential to providing high quality instructional services. To maintain our collective knowledge base and evolving techniques within teaching and learning, we will establish Study Group opportunities for staff across grades and among specialists to form self-selected groups for curriculum exploration.

In addition, high quality outside workshops in literacy, math, gifted education, etc. will be sought for staff attendance. Admission will be paid by Title I 5% professional development allocation. We will be providing complementary text and instructional resources as well. Collaborations, including, author lecturers, and in-house mentoring will be enlisted as possible to explore a targeted area of instruction such as a specific writing genre or mathematical approach. Courses will include a broad spectrum of instructional techniques and methodologies.

In addition, grade level staff meets weekly for common planning sessions. They co-plan lessons, develop curriculum and collaboratively learn about the effectiveness of the teaching and learning process through looking at student work.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

A broader base of candidates will be sought to interview. Our goal is to have all staff work within their licensed areas or be in the process of completing licensing requirements. Staff will be interviewed for their license eligibility, experience, content knowledge, knowledge of assessment data instruments, analysis and implementation to instruction. We will also recruit from our pool of student teachers from Hofstra University and Molloy College.

6. Strategies to increase parental involvement through means such as family literacy services.

P. S. 56 has an extensive parent involvement program. Our events include numerous curriculum information sessions (see pages 34-35), family collaborative learning events, specialized events focusing on father/male caregiver and child, families of ELL children, families new to the school – grade 2, Glee Club performance, etc. All events focus on the role of learning whether it is the development of social skills or acquisition of background knowledge. In addition we offer 1:1 teacher/parent:child individual tutoring to directly model for parents a child-specific skill they can reinforce at home. This effort mirrors a classroom structure.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

P. S. 56 is a grade 2-5 school. We do not have any Pre-K children.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers on each grade are directly involved in creation and evaluation of each writing genre. Teachers will meet each week as a grade to discuss instructional planning and assessments. Teachers will include co-planning this year in an effort to improve instructional planning. In addition, teachers

involved in partnerships will meet once a week to confer on planning and assessment for individual children. They will collaboratively assign report card grades.

Teacher representatives from each grade are part of our Curriculum Mapping Committee, which is conducted on individual grades as well as in vertical planning sessions to align curriculum for children across grade levels.

In June, staff meet on grade level to address curriculum planning for Writing, Reading, Social Studies and Science for the 2008-2009 school year. There is also vertical planning to ensure scaffolded instruction and continuity of learning.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Children who enter a school year with a level 3 or 4 in a subject area and subsequently experience difficulty maintaining or achieving continued success would be supported through the IEP Team as described in #2 of this section, as well as classroom AIS services and small group classroom instruction.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

P. S. 56 works closely with our local community advocate, The One Stop Richmond Hill Community Center. They provide many support services to our families including food drives, emergency preparedness information, fire safety, personal safety, health information, immigration services, student tutoring, summer camp, holiday programs, etc. One Stop Richmond Hill Community Center representatives are asked to speak at P. S. 56 PTA meetings to inform our parents of the available services. Most recently, the Community Center and P. S. 56 teamed up to form a joint educational technology-based program for children in an after school setting.

P. S. 56 has a Nutrition Program. Staff, students, and a parent representative serve on the committee. They survey the children for breakfast and lunch favorites as well as suggestions for improvements. Results are shared with the local Department of Education nutritionist.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal		X				
<b>Part D: TITLE I TARGETED ASSISTANCE SCHOOLS</b>	Federal						
Title IV	Federal						
IDEA	Federal						
<b>Directions:</b> Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under Title I, Part D.							
<b>Note:</b> If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.							

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
  5. Provide instruction by highly qualified teachers;
  6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  7. Provide strategies to increase parental involvement; and
  8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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.)

We currently have one student in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

The child is included in all day and after school functions. The child is enrolled in an after school program on Monday-Friday from 3 PM to 6 PM and during vacation periods. The parent is especially encouraged to attend all Parent Evening Workshops and family events, including Mom & Me Night, Bingo Night, Games Night, Movie Night, etc.

The Parent Coordinator is in contact with the family to provide any assistance needed for the children's health and education. The child participates in our remedial academic program during Morning Tutoring.

### **Part B: FOR NON-TITLE I SCHOOLS**

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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 in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 056 Harry Eichler					
<b>District:</b>	27	<b>DBN:</b>	27Q056	<b>School</b>		342700010056

**DEMOGRAPHICS**

Grades Served:	Pre-K		3	v	7		11	
	K		4	v	8		12	
	1		5	v	9		Ungraded	v
	2	v	6		10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.2	96.0	95.7
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	112	102	101	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	114	122	104		94.5	90.4	91.0
Grade 4	109	116	126				
Grade 5	117	111	117	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		66.7	77.3	77.3
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		6	12	5
Grade 12	0	0	0				
Ungraded	0	1	2	<b>Recent Immigrants - Total Number:</b>			
Total	452	452	450	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					13	9	12

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	2	8	11	Principal Suspensions	1	9	20
# in Collaborative Team Teaching (CTT) Classes	26	29	43	Superintendent Suspensions	3	1	2
Number all others	20	20	25				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	32	37	37
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	8	5
# receiving ESL services only	66	60	TBD				
# ELLs with IEPs	0	17	TBD	Number of Educational Paraprofessionals	1	1	5

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	68.8	64.9	89.2
				% more than 5 years teaching anywhere	56.3	54.1	73.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	86.0	91.9
American Indian or Alaska Native	1.1	0.7	1.3	% core classes taught by "highly qualified" teachers	88.6	100.0	100.0
Black or African American	9.7	8.0	7.3				
Hispanic or Latino	30.8	31.9	33.8				
Asian or Native Hawaiian/Other Pacific	47.8	47.1	46.0				
White	10.4	11.7	11.6				
<b>Male</b>	50.0	51.1	53.8				
<b>Female</b>	50.0	48.9	46.2				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-				
Black or African American	v	v	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v	-			
Multiracial						
Students with Disabilities	v	v	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
<b>Student groups making</b>	<b>8</b>	<b>8</b>	<b>1</b>			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>			NR	
<b>Overall Score:</b>	40.8	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	10.9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	11.6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	18.3					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## APPENDIX 7: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

*NCLB requirement for all Title I schools*

### **Parent Involvement Policy**

#### **P.S. 56Q**

P.S. 56Q is a learning community of rich cultural diversity united in its dedication to achieving high standards of academic, social, and civic development. We support children as self-reliant learners actively preparing for their roles as citizens of our local and global community.

**P.S. 56Q** is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

#### **I. General Expectations**

**P.S. 56Q** agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **P.S. 56Q** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. **An annual meeting will be held by November 30 of each year in order to adopt this policy.**
2. **P.S. 56Q** will conduct the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- The school will provide to parents individual information on the level of achievement of the parent's child in each of the State academic assessments.
- The school will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.
  - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
  - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- **P.S. 56Q** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: **(Insert all applicable programs such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs)**, through the following activities:
  - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to attend workshops, events and activities coordinated by our Parent Coordinator. The workshops will provide helpful information on learning activities parents can provide at home with their child such as (library cards, home reading corner, resource centers, book sales, following directions, reading recipes, etc.)

- The Parent Coordinator and other school staff will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), Continuing Adult Education Programs, and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - the State's academic content standards
  - the State's student academic achievement standards
  - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA/Title I PAC meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA/PAC executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA/PAC meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator, the PAC Chair person and PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved by October 31, 2006.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to all parents, two weeks before the start of the month.
- Our school will make every effort to provide English as a Second Language (ESL) and Computer workshops for parents at a convenient time.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

### **School Visitations**

Parents with children attending **P.S. 56Q** are encouraged to visit their child's school as often as possible. Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Parents may contact their school's parent coordinator to arrange an appointment. Parents can also visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring)
- PTA/PAC and SLT meetings (monthly)
- Student of the month celebrations held in conjunction with PTA/PAC meetings,
- Honor's Night at the end of each marking period,
- Culminating celebrations marking their child's success at the school and

**Professional Development:**

**P.S. 56Q and CSD 27** will help parents become equal partners with educators in improving their children's academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, curriculum, monitoring their child's progress, understanding performance data, and health and social issues for families. Monthly professional development sessions for parents will be provided by the district parent support officer, parent coordinator and other qualified staff at monthly PTA/PAC meetings. Parent workshops will focus on basic educational and social concerns, health care, financial planning, adult literacy, etc.

**Professional Development** is provided by the National /Region II Coalition of Title I Parent Conferences to familiarize Title I PAC Members with their role, responsibilities and national incentives that promote academic success. It is recommended that one (1) PAC member attend each conference.

**Professional Development** is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters by the region.

**ELL Professional Development:** Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

**Students with disabilities/Professional Development:** Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

**Project Funding**

The focus of expenditures for Title I parent involvement funds is on building the capacity of parents of Title I participating children to be able to join in an effective partnership with schools to support high student achievement. Expenditures should be planned in accordance with goals, objectives, and activities detailed in the district or school's Comprehensive Education Plan. Parents of Title I participating children must be consulted regarding Title I expenditures. Such consultation must take place before any expenditures are made, be ongoing, and continue throughout the fiscal year. Expenditures should be reasonable and be made in accordance with the New York City Department of Education policies and procedures as detailed in the Department's *Standard Operating Procedures Manual*.

**P.S. 56Q** will set-aside a minimum of 1% of the project funds for the usage of parent involvement activities and outreach. Title I parent involvement funds may be combined with other parental involvement funding received from ESEA. Title I PAC representatives will prepare the budget proposal for usage of such funds in consultation with the Principal, Parent Coordinator, PA/PTA and SLT for the best involvement and outreach of parents in the school community.

**P.S. 56Q** will set-aside \$ 0 to be used at the district level to support district-wide parent involvement events and activities.

Parental Involvement Project funds will be used to support parent participation at local and out-of-town conferences, regional/district meetings, school events and activities. Parental involvement funding may be used but not limited to: postage, transportation, refreshments, parent incentives, childcare, books and materials, consultants, technology equipment and software, etc.

### **Responsibilities of the Title I Parent Advisory Council**

In order to maintain the effectiveness of P.S. 56Q Title I Parent Involvement Policy, it will be necessary for the PAC and or PTA to support and uphold the contents of this policy, as well as:

- a. Serve for two year term,
- b. Attend monthly school and district meetings,
- c. Prepare and evaluate the effectiveness of the: Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report,
- d. Review Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report with parent members of the school community,
- e. Review and provide input in the CEP, annual program evaluations and budget proposals, and
- f. Conduct an annual review and evaluation of the District Parent Involvement Policy.

### **Qualifications of PAC Representatives**

Members of Title I Parent Advisory Council must be a parent of a child attending P.S. 56Q and elected by parent membership.

### **Election/Voting Procedures**

Members of the Title I PAC will adhere to the following election/voting procedures:

- a. Elections will take place at the time of the PA/PTA elections
- b. Elections will be chaired by the nomination committee, DPAC members or the DPSO,
- c. Nomination committee will be formed in April of the election year
- d. Nominations will be accepted from the floor and closed on the day of elections
- e. A quorum of 10 parent members must be present to conduct official business of the PA/PTA and PAC
- f. Only parents with children attending P.S. 56Q can vote
- g. Absentee ballots/nominations or voting by proxy is not permitted
- h. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PA/PTA and PAC meeting.

### **Duties of PAC Officers**

The Title I PAC will consist of the following officers: Chairperson, Co-Chair, Secretary and Appointed Designee. Members missing three (3) consecutive meetings or failure to perform duties and responsibilities will be removed from office upon written grievance filed with the district office/DPAC, reviewed by general parent membership and vote to remove officer from their responsibilities. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PAC meeting.

**The Chair** shall preside at all meetings, in service parent workshops, call special meetings, appoint chairpersons of all standing and special committees with the exception of the nominating committee, guide the activities and business of the PAC, annually review, evaluate and uphold the District's and School's Parent Involvement Policy and School-to-Parent Compact, present at the annual conference a report of the work and activities of the P.S. 56Q for the past year and sign all legal documents. The chairperson shall review DCEP/CEP submitted by the District/School. Review Title I funded program information and data. Serve as a representative to the District Title I Parent Advisory Council and share all information distributed to the DPAC members. The Chair must serve as a voice for New York City children whereby legislators and others may be aware of the concerns of responsible parents in New

York City regarding proposed allocations, CEPs, bases for formulas, proposals, ect. and be an ex-officio member of all committees except the nominating committee.

**The Co–Chair** will have dual responsibilities in the absence of the chair as well as ensure that the minutes, agendas, and sign-in sheets for all committee meetings are recorded and secured within the district office. The Co chair will be responsible for monitoring the PAC’s budget.

**The Secretary** will prepare, file and ensure that the minutes, agendas, financial forms/invoices/receipts and sign-in sheets for all committee meetings and/or events are recorded and secured within the school.

**The Designee** is appointed by the Chair and shall vote in the absence of the chair.

### **Record Keeping**

Schools are required to maintain documents that substantiate Title I/PCEN parent involvement activities and expenditures **for a period of seven (7) years**. Bookkeeping records such as imprest forms and purchase orders as well as program records including, but not limited to, meeting minutes and agendas, sign-in sheets, newsletters and flyer, etc must be available for review by local, State or Federal monitors/auditors upon request.

### **III. Adoption**

**This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Name of PTA President and/or Title I PAC Chairperson. This policy was adopted by the P.S. 56Q on 11/28/06 and will be in effect for the period of one (1) year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 31, 2006.**

### **IV. Annual evaluation of the Parent Involvement Policy**

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA/PTA/PAC and the school's parent coordinator and administration.

## **Part B: School-Parent Compact**

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

**P.S. 56Q**  
**86-10 114 Street**  
**Richmond Hill, NY 11418**

718-441-4448; Fax: 718-805-1538

**2006-07**

## Title I School-Parent Compact Framework

**The school and parents working cooperatively to provide for the successful education of their children agree:**

<b>Name of School will:</b>	<b>The Parent/Guardian will</b>
<p><b>P.S. 56Q</b> and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2006-07.</p> <p><b>P.S. 56Q</b> will:</p> <ul style="list-style-type: none"> <li>• Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows: <ul style="list-style-type: none"> <li><i>Describe how the school will provide high-quality curriculum and instruction and do so in a supportive and effective learning environment.</i></li> </ul> </li> <li>• Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held: <ul style="list-style-type: none"> <li><i>Describe when the parent-teacher conferences will be held.</i></li> </ul> </li> </ul>	<p><b>Describe the ways in which parents will support their children's learning, such as: (include and/or modify the below)</b></p> <ul style="list-style-type: none"> <li>• Promoting positive use of my child's extracurricular time <ul style="list-style-type: none"> <li>• Monitoring attendance</li> <li>• Making sure that homework is completed</li> <li>• Monitoring amount of television their children watch</li> </ul> </li> <li>• Volunteering in my child's classroom</li> <li>• Participating as appropriate, in decisions relating to my children's education.</li> <li>• Promoting positive use of my child's extracurricular time. <ul style="list-style-type: none"> <li>• Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.</li> <li>• Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.</li> </ul> </li> </ul>

- Provide parents with frequent reports on their children's progress.

*Describe when and how the school will provide reports to parents.*

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

*Describe when, where, and how staff will be available for consultation with parents.*

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

*Describe when and how parents may volunteer, participate, and observe classroom activities.*

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

**[Describe the ways in which students will support their academic achievement, such as: (include and/or modify the below)]**

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

<ul style="list-style-type: none"> <li>• Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.</li>   <li>• On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.</li>   <li>• Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.</li>   <li>• Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.</li> </ul>	
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**SIGNATURES:**

P.S. 56Q  
SCHOOL

PAC CHAIR OR PTA PRESIDENT

STUDENT

12/19/06  
DATE

DATE

DATE

**(Please note that signatures are not required)**

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Children First Network</b> <b>406</b>	District <b>27</b>	School Number <b>056</b>	School Name <b>Harry Eichler</b>
Principal <b>Mrs. Ann Leiter</b>		Assistant Principal <b>Mrs. Maria Lamberti</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Mrs. Entela Kodra</b>		Guidance Counselor <b>Giovanna Kroboth</b>	
Teacher/Subject Area <b>Ms. Colleen Morrissey</b>		Parent <b>Mrs. Harinder Leer</b>	
Teacher/Subject Area <b>Ms. Lauren Strafford</b>		Parent Coordinator <b>Mrs. Rosemarie Giampaolo</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Ms. Sandra Litrico</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

### C. School Demographics

Total Number of Students in School	453	Total Number of ELLs	77	ELLs as Share of Total Student Population (%)	17.00%
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

When new students enroll at P.S. 56 the identification process begins with administering the Home Language Identification Survey. A trained pedagogue in the Intake Process administers the Home Language Identification Survey which is available in parents' language. The ESL teacher, E. Kodra, certified in Teaching English as a Second Language, is the one responsible for conducting the initial screening. When the ESL teacher is not available there are other staff members who are trained to assist with the process of completing the Home Language Survey. We explain the HLIS form to parents' and discuss its purpose: to obtain information about the child's language and school experience. In order to promote academic success in school we need to place the child in the appropriate setting. We ask parents to fill out the form with us so we can accurately determine the students' dominant home language.

After the parents complete the HLIS we conduct an Oral Interview to determine the dominant language of the student. We contact the Translation Unit in case we need assistance. The ESL teacher assesses the HLIS in collaboration with the oral interview to determine the dominant language of the child. The students are administered the LAB-R in case they are eligible within 10 days of their enrollment. After administering the LAB-R the ESL teacher hand scores the test according to the Assessment Memos and this information is used to determine the placement of the students in the appropriate class. Should any of the students who are entitled to the ESL services be Hispanic, the Spanish LAB-R is administered as well. The LAB-R grids are delivered to the Borough Assessment Office as per calendar set by the Assessment Memo.

Parents have a right to choose a placement for their child, so next we hold a Parent Orientation Meeting. The purpose of this meeting is to inform parents of their rights and provide a description of the three program choices provided by the Department of Education \_ Dual Language, Freestanding ESL and Transitional Bilingual Education. The letter of invitation is sent in the parents' home languages If possible, so they can understand their role at this meeting and the importance of their attendance. In the initial months of school the orientation is held close to the conclusion of the LAB-R testing period, when cut scores have been calculated. We hold other orientations during the year as needed. The ESL teacher is the one that holds these orientation meetings. We have an agenda and the parents sign in. The information is disseminated in three ways: visually with a graphic organizer, a brochure in the parents' languages, and a video provided by the Department of Education.

Before previewing the video we provide an overview of the three program choices. One choice parents have is the Dual Language Program. The goal of this program is for students to become bilingual, biliterate and bicultural. In this model, EP(English Proficient) students also have the opportunity to learn a second language. The idea is that both groups of students will provide good language models for their counterparts. Students are taught content and literacy in both languages. Instructional time spent on each language is 50% in English and 50% in the other language. Students may alternate language instruction day by day or in cycles.

The second option is Bilingual Transitional Education. The goal of a Transitional Bilingual program is for students to learn conceptual skills in their native language while learning English. Students receive English as a Second Language Instruction, content instruction in both English and their native language, and Native Language Arts – promoting proficiency in the native language. The idea is that students will transfer the knowledge and skills from the native language into English. That is why during a student's first year in TBE the ration of native language to English is 75:25. As the child develops a greater proficiency of English that number decreases until the child is ready for a monolingual class. If a parent would like to choose this option we have prepared a list of NYC schools that have established TBE classes.

The third option is a Freestanding ESL program. In an ESL program, the majority of instruction is in English. Students are taught English by means of ESL methodologies and are immersed in English for most of the day. That is not to say that the native language is not supported in the ESL classroom. Students may clarify information with other students or teachers who speak the same language, use bilingual dictionaries/ books, use glossaries or rely on cognates as a means of comprehension. However, the goal in this setting is English proficiency. ESL teachers and mainstreamed teachers collaborate to determine language and content need of students.

Parents watch the video in their native language if possible. We provide them with brochures and answer parents' questions. We feel Parent Orientation is the optimal time for parents to select a program because we can ensure the forms are completed correctly and parents can ask questions as they make the best choice based on their child's language needs. Since the default program for students is the Bilingual Education program, follow-up letters and contact is made for parents who are not able to attend the meeting.

The trend in program choices that parents have requested over the past few years has been Freestanding ESL. Among our previous students we have 2 request for TBE (Spanish). During the parent orientation this year, parents have selected Freestanding ESL as their first choice. We revisit parent selection forms yearly to keep track of parent choices. Once there are 15 or more students in contiguous grades for whom the parents request the same option, we will comply accordingly. Parents will be notified when this choice becomes available here at 56Q. In addition, the school is identifying which teachers might have Bilingual Certifications in case we need to open Bilingual Programs.

The identification process for previously enrolled students is determined by the 2010 NYSESLAT results. All students who as a result of this assessment, fall into the category of Beginner, Intermediate and Advanced Language Learners continue to receive services during the current school year. In September, students receive entitlement letters informing parents of the results – both for students who have passes and those who continue to need language support. Furthermore, we use the NYSESLAT data to determine the strengths and weaknesses among the modalities of language and gives us a baseline of what kind of instruction needs to take place in order to promote proficiency in English. In the Spring students language development is assessed with the NYSESLAT exam. We run all the necessary reports, RLER and RLAB, to make sure that all students eligible are administered the NYSESLAT.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	77	Newcomers (ELLs receiving service 0-3 years)	45	Special Education	17
SIFE	1	ELLs receiving service 4-6 years	32	Long-Term (completed 6 years)	0

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

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

<b>TBE</b>																				0	
<b>Dual Language</b>																					0
<b>ESL</b>	45	1	8	32	0	9															77
<b>Total</b>	45	1	8	32	0	9							0	0	0						77

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

**C. Home Language Breakdown and ELL Programs**

<b>Transitional Bilingual Education</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>Dual Language (ELLs/EPs)</b>																				
<b>K-8</b>																				
<b>Number of ELLs by Grade in Each Language Group</b>																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

<b>Dual Language (ELLs/EPs)</b>										
<b>9-12</b>										
<b>Number of ELLs by Grade in Each Language Group</b>										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			7	10	11	12								40
Chinese				1		1								2
Russian														0
Bengali			1	2	1									4
Urdu			1	3	1	1								6
Arabic			1	3	4	3								11
Haitian														0
French														0
Korean														0
Punjabi			2	5	2	2	0							11
Polish														0
Albanian														0
Other				3										3
<b>TOTAL</b>	0	0	12	27	19	19	0	0	0	0	0	0	0	77

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Our Freestanding ESL program provides instruction in English emphasizing English language acquisition. The ELL program at PS 56Q is a push-in model that will adhere to state standards, including New York State Learning Standards for all curriculum areas. The program will have an ESL instruction component based on the New York State ESL Standards. The LAP is being written to ensure that we are meeting the goals of the ESL program. The plan itself will serve as a guide to help maintain our focus on the task at hand.

All of the students in the ESL program who are at the beginning and intermediate levels of English proficiency will receive two units of ESL (360 minutes a week). Those students who are at the advanced level of English proficiency will receive one unit of ESL (180 minutes a week). These units will meet the Commissioner's Regulations Part 154 requirements.

#### OBJECTIVES

The objectives of the ESL program at PS 56Q are as follows:

- provide academic subject area instruction in English using best practices for English Language Learners and differentiated instructional strategies.
- ELL's develop an adequate level of proficiency (with the overall goal being proficient scoring in all areas of the NYSESLAT)

Our current goal for ELL students on our CEP is as follows:

- A minimum of 5% of ELL students will increase in their Listening/ Speaking performance level on the Spring 2011 NYSESLAT

To help meet these objectives, our LAP team has been assembled and meets periodically throughout the year to ensure that these objectives are incorporated into our lessons.

#### Implications for Instruction and Collaborative Planning

The LAP team consists of individuals who are qualified, caring, and dedicated to the mission and vision of PS56. The LAP team consists of Mrs. Ann Leiter (Principal), Mrs. Maria Lamberti (Assistant Principal), Mrs. Entela Kodra (ESL teacher), Ms. Colleen Morrissey (Content Area teacher), Mrs. Harinder Leer (parent), Ms. Lauren Strafford (Content area teacher), Mrs. Rosemarie Giampaolo (parent coordinator), Ms. Giovanna Kroboth, (Guidance Counselor). The LAP team will assume responsibility for the success of the ESL program. The team works diligently together to create a rigorous, highly individualized, positive and nurturing environment for the children. The team holds meeting periodically where they strategically plan and discuss ways to refine and enhance instruction. Collaboratively, the team works to develop, refine, and deliver a plan that will better foster the specific needs of the students in our program. Our staff members attend local and city-wide workshop to stay abreast of best practices as they pertain to using data to drive instruction. In addition the teacher of 3<sup>rd</sup> grade ELL students completed her Master's in Teaching English as a Second Language, adding the ESL certification to her certification on Content Area. To add on, two other teachers that teach ELL-s in grades 4 and 5 are working towards their certification in Teaching English as a Second Language.

To help reach our goals of the ESL program, we have incorporated scaffolding strategies. Scaffolding is being used as three interrelated scales or dimensions: the structural support characterized by the planned progression of curriculum across time, the procedures used in a particular activity, and the collaborative processes of interaction as students engage in a particular activity.

The first scale of scaffolding deals with support. The LAP team is there to support the students as they grow and mature as individuals over time. The ESL teacher will help the children succeed by giving them constant encouragement. The second scale deals with procedures. The procedures for implementing an activity will come out of our meetings during professional development, workshops attended, and from the ESL tool kit. The ESL Teacher will utilize a push-in program and will work collaboratively with the ELA department to form flexible groups based on data to meet the specific needs of the ELL student. Small group instruction will provide the ELL students the time, scaffolding, and differentiation they need and deserve. The third scale deals with interaction and is the most important of the three. The interaction between the students and the teacher is crucial to their development as individuals. We believe in interaction that is kind and encouraging – that builds upon the child's individual strengths - will promote a positive learning environment and will help the children succeed in the program. The ESL teacher will need to display the character traits of PS 56 at all times so the children feel supported and can in turn, succeed.

These scaffolding activities will provide support for learners who are not able to demonstrate strategic behaviors in their own learning activities. These supports will be gradually withdrawn as the student's gain proficiency, thus transferring more and more autonomy to the student.

#### TARGET POPULATION

The ESL program at PS 56 will be geared toward children of various ethnic backgrounds such as (E.g. Spanish (40), Bengali (4), Arabic (11), Urdu (6), Punjabi (11) and Chinese (2), in grades 2 to 5 ). We are a 2-5 grade school getting the overwhelming majority of students from PS51. In the past few years we have not had a great influx of newcomers in our school. Freestanding ESL was the program chosen by the parents at the beginning of the school year. This year we only had two eligible ELL-s new to NYC Public school system. Both parents chose ESL as their choice. The parents signed their selection at a parent meeting that was held for the students requiring ESL services. Following the ESL guidelines, all of the work that we do with the children is in English. We do not have a bilingual program here at PS 56Q. If a child is in need of help, then we would try to get some information for them in their native language. All school information is available in the child's native language. Letters that are sent home are translated into the parents' native language by the Translation Unit ahead of time. Students get Native Language support in the classrooms. native Language support is provided in forms of books in their native language, glossaries and word dictionaries in all content area, computer translated resources and buddy support systeme in the classroom. We also have a few Native Language paraprofessionals that are available to provide support during the school day and after school. They also run a Home-work afterschool program to assist students with their homework.

Our instruction is delivered in the Push-in model. The ESL teacher serves the students in grades 2-5. The majority of students are grouped in one class to facilitate the Push in model. Teachers of ELL students and the ESL teacher have Common Planing once a week on Tuesdays, when they map out the curriculum, discuss various techniques and ESL methodologies to facilitate building academic language in all content areas. They formulate academic and language goals and lessons to reflect these goals. Students receive both language and content instruction. New York State Standards, New York State ESL standards, and grade level curriculum are used to provide a framework for content instruction. ELL Students with IEP-s that are in CTT classes or Sefl Contained classes are brought into their corresponding grade level ESL class to receive instruction based on their proficiency level. We also analyze the results of the NYSESLAT, LAB-R and Periodic Assessments to determine the linguistic and specific needs of each students. This data is disseminated to the classroom teachers who take it into consideration when delivering and assessing instruction. We also analyze our students' performance on the Periodic Assessment. Looking at their Fall 2010 results we narrowed down the skills and strategies that our ELL-s need reinforcement with. These skills include applying self monitoring and self correcting strategies for accurate language production and written presentation;making predictions, inferences, and deductions; writing using the conventions and features of American English, to effectively influence an audience; following oral directions to participate in classroom and social activities.

Our school follows the Reader's and Writer's workshop model. The ESL teacher is invited to participate in grade meetings to facilitate planing and instruction. Content lessons are based on grade level curriculum and language instruction is centered around linguistic demands/functions on a topic. NLA support is provided in all content areas. Students use glossaries, word to word dictionaries, buddy support, computer translated materials. Students are taught academic functions (analyzing, describing, comparing, contrasting, inferencing, etc). language lessons provide a way for grammar instruction. Students set individual goals in reading and writing (depending on the unit of study). Parents receive a progress report explaining the students' goals and steps we are taking to meet these goals. During our parent teacher conferences the parents discuss these goals with the teachers. Parents are encouraged and invited in various workshops throught the year to help support the learning of their child, providing a bridge between home and school.

We currently have 1 SIFE student. Since he enrolled at PS 56 were ready to implement various strategies to facilitate learning. We use differentiated instruction and scaffolding strategies based on the students needs and level. Our newcomers (45) who are beginners and intermediates are placed in flexible groups, so they listen to the modeled language of the more advanced students while completing their tasks. Examples of differentiated instruction at the beginner and intermediate levels are evident in all areas of language development. This year we aslo use "Compass Learning Oddissey" in 3<sup>rd</sup> grade which is a computer based program that provides content in reading and math as well as differentiates the texts according to the students levels and strategies they need reinforcement in. The students listen to the

passages and instructions which reinforces their listening skills. In fourth grade we use "Time to Know" where the students can listen to the reading passages or read the passages. When we analyzed our NYSESLAT data and Fall 2010 Periodic Assessment one of the areas that our ELL-s need to work on is Listening, so we think that these two computer programs as well as the listening centers and listening activities in all our ESL classes will reinforce this area of need. In 2<sup>nd</sup> and 3<sup>rd</sup> grade we use "Foundations", a phonics based program, to help our newcomers in reading.

We have 32 LEP student who have received services for more than three years. Their language proficiency level is Advanced. The ESL teacher met with the classroom teachers and used the analysis of the NESESLAT and ELA to identify the areas of need. Looking at this data we identified that these students are proficient in speaking but they do not do very well in Reading and Writing. We also identified the strategies that these students need reinforcement in, such as making predictions, summarizing, identifying main idea and making inferences. In Writing we discovered that these students lack organization skills and usage of a wide vocabulary. We created a plan emphasizing on reading and writing development. During our ELA periods for these students, we will examine different genres by looking at similarities and differences, organization, style, vocabulary, and author's purpose. Using the Reader's and Writer's workshop the students write a joint text with the teacher and finally they write their own. In addition, as part of our Inquiry Teams in the school we are looking at 4 LEP Advanced students to identify the behaviors and set goals for these students, with the ultimate goal of becoming proficient as tested by NYSESLAT.

Our ELLs identified as having special needs receive ESL services as mandated by the CR Part 154. Students who are in Self-contained or CTT-s are brought into the ESL classes when the ESL teacher instructs during the Literacy Block. Their SMART goals and accommodations are taken into consideration when the ESL teacher provide instruction. The ESL teacher using scaffolding strategies and differentiated instruction to deliver her instruction to these students. When the students work in their groups the students are encouraged to use all modalities of language- speaking, listening, reading, and writing. In addition, the ESL teacher is taking courses on Teaching Students with Disabilities, enabling her to incorporate these strategies into her lesson plans.

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

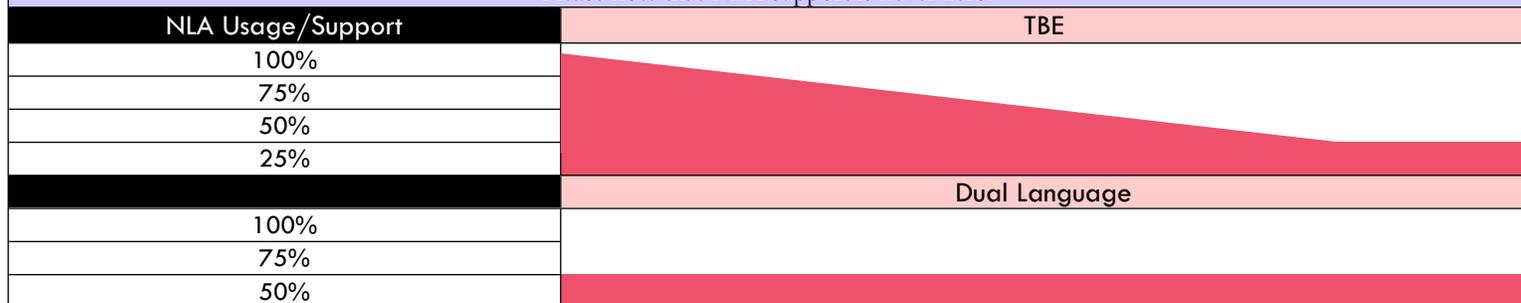
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



25%	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME			

## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Students of all proficiency levels participate in an academically rigorous program. All students are expected to participate in grade-level lessons. We use scaffolding strategies and differentiated instruction based on their proficiency level and needs to accomplish their participation in grade level content. Teachers integrate reading into learning expeditions to teach content and to develop literacy skills. An anchor text or texts are chosen for read aloud's to help teach expedition content. Readers' workshop is used to teach decoding, comprehension strategies, learning expedition content, and to scaffold expedition products. Literature circle texts often relate to the expedition theme, illuminate guiding questions, and build background knowledge. Texts selected for learning expeditions include a variety of genres and primary sources. Classrooms contain libraries with an assortment of resources, including texts related to expeditions, student-produced books, primary sources, and a range of media, genres, and levels. Conferencing with students is an ongoing practice and provides an opportunity for teachers to measure progress toward meeting and exceeding grade level standards. PS 56 staff members attend various workshops throughout the year to stay abreast of current research and strategies.

During Writing, students use various scaffolds such as sentence builders, graphic organizers, and cloze activities. These strategies provide our Beginners and Intermediates with support while challenging them to learn content. Teachers develop and teach a common language for the writing process and the components of writing and use consistent practices for teaching and assessing writing. While the nature and amount of writing vary by discipline and grade level, writing is a major tool in all content areas. Teachers have a common understanding and language for teaching the components of writing Teachers explicitly teach writing through mini lessons, writers' workshops,

and models. Teachers use their own writing to model the writing and revision process. Anchor charts document student understanding of the elements of good writing.

In Math, teachers promote flexibility in mathematical thinking by encouraging different ways to solve problems. We use "Everyday Math". Teachers help students develop efficient problem-solving techniques. Students show the thinking behind their answers through numbers, words, graphs, and diagrams. Students make use of manipulatives as tools for thinking and representing. They also use glossaries, buddy support, word dictionaries to facilitate their learning. In addition, our ELL-s get additional instruction in Math 4 times a week as part of our Additional Instructional time.

Teaching ESL through content and differentiated instruction also prepares our newcomers for the New York State Exams. The students are exposed to a variety of literature, learn various reading strategies, write different genres, develop problem solving techniques, which prepares them for the state tests. In addition, for students who are new to the country and have background knowledge in their native language they may take the test in their native language or with a translator.

Transitional students who have passed the NYSESLAT in the last 2 years will continue to receive support as they become full-time members of the mainstreamed classroom. Some of these students are still in the ESL classrooms where the ESL teacher co-teaches with the classroom teacher, thus providing continued support for these students. Students who are in mainstreamed classrooms will continue to receive support by following their testing accommodations for 2 years. They will continue to receive time-and-a-half on state exams. In addition, the ESL teacher will provide support and guidance to the teachers of these students to ensure that they continue to develop their English proficiency. Periodic assessments, state exams and teacher observations will be used to track and monitor progress. They will also be invited to our Title III programs to strengthen their English development.

Our school uses a variety of technology to deliver and differentiate instruction. All our classrooms have Smart-Boards which are used throughout the day. This way our ELL students receive valuable instruction visually and auditorally. In addition this year we are utilizing two computer based programs in ELA and Math, "Compass Learning Odyssey" in grade 3 and "Time to Know" in grade 4. These programs provide instruction, assessments and practice for our ELL-s. In addition, we utilize various websites such as Starfall (to help our newcomers in phonic awareness and reading), Renaissance, etc. During our science or content area classes teachers utilize Brain Pop. We also utilize Study Island which provides students with assessments in Math and ELA. Students are provided with their log-in information and are encouraged to use these websites at home as well.

Native Language Support is provided in the content areas and in the Literacy block. The classrooms have books in students' native languages. Students are also encouraged to use their native language as a reference point for learning new concepts. They may rely on a classroom buddy or print material in their own language. They are also taught to look for connections, such as cognates in their home language while gaining proficiency in English. When materials are not available in the native language, technology plays a role in making content comprehensible, such as images, games, and web quests are some ways we support comprehension of content material. As previously mentioned students also use glossaries and word to word dictionaries to make content comprehensible.

All our ELLs have equal access to all our school programs. PS 56 offers a technology program, during which the ELLs are able to complete various projects using the computer. In addition, ELL-s students are invited to participate in our music program and Glee Club that offers various performances to the students and parents throughout the year. In addition our school celebrates different cultures throughout the year. Our ELL-s participate in our Title III programs. This year we are going to have a "Homework Help" program, "Getting Ready for the NYSESLAT", "ELA" and "MATH" where all our ELLs are invited to participate.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Staff development is ongoing. At PS 56 we hold grade meetings every week. Teachers meet with the other teachers on the grade and map out curriculum, identify efficient strategies, monitor students progress, etc. The ESL team meets once a week as well and discusses our goals for ELL students and identify strategies to achieve our goals. Our meetings have an agenda and the sign in sheets are filed accordingly. In addition, our staff meetings provide excellent opportunities for teachers. In addition, our ESL teacher and teachers of ELL-s attend professional workshops provided by the Network or the Department of Education. During the past two years, the ESL teacher and the teachers of ELL-s have attended various professional development workshops provided by BETAC, such as "Teaching Reading to ELL-s", "The Language of Science for ELL's", "Achieving Success for ELL's", etc. We also monitor that the new teachers get 7.5 hours of ELL professional development. Various workshops that the teachers go to fulfill these requirements. We also offer in-house ELL professional development to the new teachers and retain the documentation as required.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parents workshops are ongoing and focus on strategies to incorporate their child's learning style at home, ways to increase reading at home, and opportunities to learn about curricula. Within two weeks of the new school year we hold parent orientation workshops on two different days to facilitate a better attendance by the parents. Parents are given an overview of what's expected in their child's grade and the curriculum. This year we already held a few parents information workshops such as "Reading Strategies", "How To Choose a Just Right Book", and "Math Strategies". These workshops were really well-received by our ELL parents who would like to help their child at home. We also hold "ARIS Parent Link", to advise and inform parents on how to access ARIS. In addition, we hold a lot of evening events such as Daddy and Me, Mommy and Me, Bingo Night, etc which are well received by the parents. We are going to have an OEM workshop - presentation for the 2<sup>nd</sup> and 3<sup>rd</sup> graders and in the evening the OST will hold a presentation for the parents. As we get closer to the state exams we are going to hold workshops on strategies and how to do well on these tests. The ESL teacher will hold a workshop on "Getting Ready for the NYSESLAT".

At the beginning of the school year we sent out a survey to parents which lets us know which are the needs of the parents. As we get the surveys back the Parents Coordinator discusses with the Leadership Team and a list of workshops is produced. Parents receive their letter and all communication in their native language if necessary. Our letters are translated in Spanish, Punjabi, Urdu, Arabic and Bengali. In case parents need assistance in their language we make use of the staff at PS 56 who speaks that language.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)			0	7	2	5								14
Intermediate(I)			3	16	6	1								26
Advanced (A)			9	4	11	13								37
Total	0	0	12	27	19	19	0	0	0	0	0	0	0	77

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B			2	2	2	3							
	I			1	8	0	2							
	A			9	17	12	11							
	P			2	0	2	3							
READING/ WRITING	B			3	6	1	3							
	I			2	13	4	1							
	A			5	6	8	10							
	P			5	1	2	3							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	6	3		14
4	1	13			14
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		8		6				15
4	3		8		5	1			17
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5		6		6	1			18
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
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	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

PS 56 utilizes a few assessment tools to assess the early literacy of ELL students. In grade 2 we use M-Class(Dibells). We also use Fountas and Pinnel in grades 2-5. This assessment is performed every two months and we use the data to drive our differentiated instruction. This data provides us with valuable information about our ELL-s and their literacy level. We set benchmarks every three months and revisit these periodically to identify ways to better reach our ELL population. This data is used to drive differentiated instruction. Students are placed into Guided Reading groups a few times a week based on their reading level. They are exposed to the strategies while they read a book on their level.

We analyze the NYSESLAT and LAB-R data at the beginning of the school year and throughout the year as needed. Looking at the data of Spring 2010 NYSESLAT in grades 3-5 we have 10 Beginner students, 23 Intermediate, 28 Advanced. Our Advanced students make up the majority of our ELL population in grades 4 and 5. In our 3<sup>rd</sup> grade ESL we have the most Intermediate students(16). The ESL teacher has shared this information with the classroom teachers. Teachers use ESL methodologies, they scaffold their instruction to make input comprehensible for these students.

Analyzing the modalities of the NYSESLAT we have found out that we have more Beginners in Reading/writing modalities than in Speaking/Listening. We also have a few students that have scores Proficient in two modalities and are Advanced or Intermediate in the others. We are looking at these students as part of our Inquiry process at PS 56 to identify specific behaviors and skills that these students need to make progress.

We have also analyzed the Fall 2010 ELL Assessment to identify skills that our ELL-s need reinforcement in. Looking at these years Assessment we have 2 students in grades 3-5 that scored in the 25%; 6 students that scored in the 26-50%; 22 students who scored in the 51-75%; and 29 students who scored in the 76-100%. This data correlates with their Language Proficiency levels. We also performed a thorough analysis of the three modalities. In Reading our 3<sup>rd</sup> and 4<sup>th</sup> grade students did not do very well in making predictions, inferences, and deductions; discussing the meaning of literary works to understand and interpret text presented in a written form; recognizing personal point of view in self and others in discussing, interpreting, and evaluating information. In writing 3<sup>rd</sup> and 4<sup>th</sup> grade students scored poorly on applying self monitoring and self correcting strategies for accurate language production and written presentation, using established criteria for effective presentation of information; and writing using the conventions and features of American English, to effectively influence an audience. In Listening, our 3<sup>rd</sup> and 4<sup>th</sup> grades did not do very well on apply learning strategies to acquire information and make oral texts comprehensible and meaningful; and selecting information appropriate to the purpose of the investigation, and relate ideas from one spoken source to the other.

Our 5<sup>th</sup> grades which make up the majority of our Advanced students did better than our lower grades. Looking at their Fall 2010 ELL Assessment we identified the area of need. In reading, our 5<sup>th</sup> graders did not do well on applying learning strategies to acquire information and make written text comprehensible and meaningful; and making and supporting inferences about information and ideas with reference to features in written text. In writing, they did not do well on using appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations; and writing using the conventions and features of American English to effectively influence the audience. In Listening these are the areas of need: Following oral directions to participate in classroom and social activities; and demonstrating familiarity with cultural and language patterns and norms in American English.

This Assessment will serve as another point of reference for our lessons. Teachers were provided with this information and they are going to use it to drive differentiated instruction. In addition, the ESL team will identify meaningful activities to meet the needs of these students. Informal assessments will be performed to measure progress. Our benchmarks will help us in measuring the progress of our ELL-s. Parents will be provided with this information periodically throughout the year to facilitate a better learning experience for their child.

\*\*\*\*Note: the data mentioned in this report is as of October 27, 2010

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		1/28/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$ 264,106.00	\$ 12,971.00	\$ 277,077.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 2,641.00	- -	\$ 2,641.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 13,205.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 26,410.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written

parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

*A comprehensive needs assessment of school-wide academic performance of State academic content and State academic achievement standards will be accomplished through:*

- a. An analysis of data of grade 3-5 State exams for the last 3 years in ELA, Math, Science, and Social Studies. It will identify patterns of school-wide strengths and weaknesses.*
- b. An annual Quality Review Self-Assessment will be conducted to collect input from multiple stakeholders, including administration, pedagogical staff, parents, and students.*
- c. Informal in-house assessments will be reviewed for progress toward Common Core State Standards in literacy and math at 6-8 week intervals. Assessments will be administered and reviewed 5 times throughout the year.*
- d. Student writing pieces will be reviewed and analyzed every 6 weeks by an administrator. Grade-level teachers will review student work to identify teaching strengths and needs as reflected in student performance. Teachers and students will use a pre-determined rubric to guide instruction, student efforts and final scoring as well as student self-evaluation.*

#### **See Section IV Needs Assessment**

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. The major reform strategy that will be implemented to assist children in meeting the State's proficiency and advanced levels of academic achievement are:
  - AIS staff will push into classes with children performing below grade level during Guided Reading periods to reduce teacher:student ratio.
  - We will use homogenous grouping of children according to reading ability and reduce class size register in classes with the greatest needs to increase one to one academic support.
  - Morning tutoring, 150 minutes weekly, will be devoted to Math AIS for all students performing below grade level.
  - Align curriculum with Common Core State Standards through curriculum mapping on each grade.
  - Develop and implement curriculum maps in ELA that meet the State Standards.
  - Continue to implement Pacing Calendars in all grades for the Everyday Mathematics program to adjust for the indicators.
  - Monitor student progress towards reading 25 books per year.
  - Institute benchmarks for monitoring student progress across reading levels using DIBELS in grade 2 and Fountas & Pinnell in grades 3, 4 and 5.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

Our instructional strategies and methods will include:

- reducing the student:teacher ratio in classrooms during the Guided Reading period each day. The classroom and AIS support teacher will form a Teaching Partnership for the school year. They will actively share the responsibilities of individual instruction for each child by co-planning, teaching, and assessing all children in the class for one school year.
- the 37.5 minute tutoring time will be used to support students in Math by:
  - scaffolding background math skills to provide support for upcoming Everyday Math instruction
- Implement performance reading and repeat reading techniques to improve word recognition, reading fluency and comprehension through the Read Naturally Program.
- P.S. 56 has a gifted and talented class for intellectually gifted children on grades 4 and 5. The program provides opportunities for Project-based learning. Many children in grades 3-5 participate in the Stock Market Game with annual success for the past 10 years.
- Our greatest underserved population is the newly admitted children from Guyana, designated an “English speaking country.” The children are familiar with local dialects rather than standard English. The educational opportunities between the two countries are very different, and the children admitted in the upper grades are commonly 2 or more grade levels below our Standards for grade level proficiency. The children do not qualify for the deeply needed additional language support or transition time needed before becoming eligible to take State exams. To support the children’s language acquisition, they will be provided ESL strategies instruction with ELL student groups, as space permits. They will be invited to participate in all ESL after school language development programs. In addition, the children will be given support through the Wilson or Foundation Reading Program in small group settings.
- All children who display low academic performance regardless of class placement from the gifted and talented class to general education, to CTT, self-contained, SETSS, or ESL are eligible to be presented to the IEP Teams for review. The PPT Team consists of the Principal, Assistant Principal, Guidance Counselor, School Psychologist, Social

Worker, IEP Teacher, and Speech Teacher. As teachers, whether classroom teacher, support specialists, or cluster, note significant delays in academic performance, they can submit their observations, student performance data, supports offered, and anecdotes to the team for review. The child's academic, social, family, and health issues are considered. Appropriate Academic Intervention Support services, AIS, are initiated and monitored for progress. AIS services included STARS, 37.5 minute targeted tutor for their special subject area of need, at-risk counseling, outside counseling, Individual Tutoring with Parent Involvement, at-risk speech services, Wilson or Foundations Reading Program, etc.

### 3. Instruction by highly qualified staff.

Highly qualified and committed staff is essential to student success. According to our most recent BEDS survey, the PS 56 staff notes the following:

- 100% work within their license area
- 93% have a Master's Degree or higher
- 100% have been teaching 2 years or more
- 40% have been teaching 10 years or more

### 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional Development is essential to providing high quality instructional services. To maintain our collective knowledge base and evolving techniques within teaching and learning, we will establish Study Group opportunities for staff across grades and among specialists to form self-selected groups for curriculum exploration.

In addition, high quality outside workshops in literacy, math, gifted education, etc. will be sought for staff attendance. Admission will be paid by Title I 5% professional development allocation. We will be providing complementary text and instructional resources as well.

Collaborations, including, author lectors, and in-house mentoring will be enlisted as possible to explore a targeted area of instruction such as a specific writing genre or mathematical approach. Courses will include a broad spectrum of instructional techniques and methodologies.

In addition, grade level staff meets weekly for common planning sessions. They co-plan lessons, develop curriculum and collaboratively learn about the effectiveness of the teaching and learning process through looking at student work.

### 5. Strategies to attract high-quality highly qualified teachers to high-need schools.

A broader base of candidates will be sought to interview. Our goal is to have all staff work within their licensed areas or be in the process of completing licensing requirements. Staff will be interviewed for their license eligibility, experience, content knowledge, knowledge of assessment data instruments, analysis and implementation to instruction. We will also recruit from our pool of student teachers from Hofstra University and Molloy College.

6. Strategies to increase parental involvement through means such as family literacy services.

P. S. 56 has an extensive parent involvement program. Our events include numerous curriculum information sessions (see pages 34-35), family collaborative learning events, specialized events focusing on father/male caregiver and child, families of ELL children, families new to the school – grade 2, Glee Club performance, etc. All events focus on the role of learning whether it is the development of social skills or acquisition of background knowledge. In addition we offer 1:1 teacher/parent:child individual tutoring to directly model for parents a child-specific skill they can reinforce at home. This effort mirrors a classroom structure.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

P. S. 56 is a grade 2-5 school. We do not have any Pre-K children.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers on each grade are directly involved in creation and evaluation of each writing genre. Teachers will meet each week as a grade to discuss instructional planning and assessments. Teachers will include co-planning this year in an effort to improve instructional planning. In addition, teachers involved in partnerships will meet once a week to confer on planning and assessment for individual children. They will collaboratively assign report card grades.

Teacher representatives from each grade are part of our Curriculum Mapping Committee, which is conducted on individual grades as well as in vertical planning sessions to align curriculum for children across grade levels.

In June, staff will meet on grade level to address curriculum planning for Writing, Reading, Social Studies and Science for the 2011-2012 school year. There is also vertical planning to ensure scaffolded instruction and continuity of learning.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Children who enter a school year with a level 3 or 4 in a subject area and subsequently experience difficulty maintaining or achieving continued success would be supported through the IEP Team as described in #2 of this section, as well as classroom AIS services and small group classroom instruction.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

P. S. 56 works closely with our local community advocate, The One Stop Richmond Hill Community Center. They provide many support services to our families including food drives, emergency preparedness information, fire safety, personal safety, health information, immigration services, student tutoring, summer camp, holiday programs, etc. We are also supported by KRESS Vision Services. The PTA provides guest speakers at monthly PTA meetings on finance, Emergency Preparedness and nutrition. In January 2011, we initiated a Cub Scout troop for boys and continue to offer a Girl Scout troop for girls. Both troops meet after school.

P. S. 56 has a Nutrition Program. Staff, students, and a parent representative serve on the committee. They survey the children for breakfast and lunch favorites as well as suggestions for improvements. Results are shared with the local Department of Education nutritionist.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$ 221,849	X	23, 26, 28, 31, 34
Title I, Part A (ARRA)	Federal	X			12,841	X	23, 31
Title II, Part A	Federal	X			131,972	X	23, 26, 28, 31, 34
Title III, Part A	Federal		X		15,000	X	
Title IV	Federal			X			
IDEA	Federal			X			
Tax Levy	Local	X			\$2,555,726	X	23, 26, 28, 31, 34

<sup>1</sup> **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.