



**31R056**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**OCTOBER 28, 2010**

**SCHOOL: 31R056**  
**ADDRESS: 250 KRAMER AVENUE, STATEN ISLAND, NY 10309**  
**TELEPHONE: 718-605-1189**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 31R056      **SCHOOL NAME:** The Louis DeSario School

**SCHOOL ADDRESS:** 250 Kramer Avenue, Staten Island, NY 10309

**SCHOOL TELEPHONE:** 718-605-1189      **FAX:** 718-605-1195

**SCHOOL CONTACT PERSON:** Dean Scali      **EMAIL ADDRESS:** dscali@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Diane Gallagher - Parent

**PRINCIPAL:** Dean Scali

**UFT CHAPTER LEADER:** Nicole Netzel

**PARENTS' ASSOCIATION PRESIDENT:** Adrienne LaGressa

**PARENTS' ASSOCIATION PRESIDENT:** Michele Baialardo

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 31      **CHILDREN FIRST NETWORK (CFN):** 604

**NETWORK LEADER:** Greg Jaenicke

**SUPERINTENDENT:** Erminia Claudio

**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
Dean Scali	*Principal or Designee	
Nicole Netzel	*UFT Chapter Chairperson or Designee	
Adrienne LaGressa	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michelle Read	SLT Member/Parent	
Donna Vasquez	SLT Member/Parent	
Michele Baialardo	SLT Member/Parent	
Diane Gallagher	SLT Member/Parent	
Lori Jones	SLT Member/Staff	
Kim Swanson	SLT Member/Staff	
Lauren Dunn	SLT Member/Staff	

(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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The Louis DeSario School is an elementary school with approximately 770 students from pre-kindergarten through Grade 5. The ethnic make up of the school has remained relatively stable comprised of .8% Black, 7.7% Hispanic, 86.3% White, 0.9% American Indian or Alaskan Native, and 3.6% Asian students. The student body includes 1.2% as English language learners and approximately 11.8% of our students receive special education services ranging from self contained classroom settings through SETSS. Boys account for 51.2% of the students enrolled and girls account for 48.8%. The average attendance rate for the school year 2009 - 2010 was 94.4%. PS 56 is a school in good standing with New York State and is recognized as a school making gains in closing the achievement gap. We are a school that welcomes students through No Child Left Behind legislation. PS 56, for the first time, has become eligible for Title I funding in for the 2010-2011 school year. PS 56 lost three classrooms this year, one in second grade, one in third grade and one in fifth grade, leading to larger than usual class size in these grades than in previous years. One staff member retired and Using Title1 Target Assist funds we were able to maintain the staff from last year, even though we also hired a special education teacher to cover a space created when we opened up our ICT class in fourth grade.

New York State recently has raised the benchmark levels for performing at grade level on the ELA and MATH assessments. PS 56 students performed higher than the New York City average; however, like most schools across the city have experienced a large decrease in students meeting grade level standards on these state assessments. Our students performed at an average proficiency rating of 3.21 on the 2009-2010 ELA and at an average proficiency rating of 3.68 on the 2009-2010 MATH assessment both of which are above the performance level 3 "meets proficiency standard". Although relative to most schools, PS 56 students performed well, our student performance did fall off from the year before resulting in lower than expected student performance and progress on the State Tests. This resulted in a poor showing on the 2009-2010 Progress Report. We understand the continued need for strong commitment from all staff members to work collaboratively for the benefit of student learning and encourage parents and guardians to become active participants in our children's learning. We have again established a focus on improving reading comprehension and the strategies that make up reading comprehension. This year PS 56 will continue to provide in-house professional development from Columbia University's Teacher's Colleges Reading and Writing Project. This will continue on the last few years' work in improvement in reading and writing. Teachers will have direct access to onsite best practices and be able to practice, revise and improve their delivery of instruction.

We will continue to promote positive attitudes toward learning for teachers, students and parents. We recognize the need that not only do teachers know and understand learning goals, but students and parents do as well. We are looking for effective ways to share learning goals with students and parents. We are going to revise report cards this year to align with the types of regular on-going assessments. The new report card, scheduled to be used in the spring, we not only provide more accurate snapshot of student performance, but also identify end of year grade level goals. We will be sending student Independent Reading Level data home earlier in the year and more often as well as mid-year and end of year Math goals. We will provide worthwhile parent workshops on various topics,

including but not limited to writing, reading, assessing students and based on topics suggested by our parents.

Although we believe that students that comprehend at increasingly difficult levels lead to better student performance in all areas, we have started looking at goals across the school and grades in all core subjects. This year we will continue look at ways in which content area instruction can be intertwined and embedded in the fabric of readers and writers workshop. PS 56 has established bottom lines of instruction in each classroom. Each day our students will experience reader's workshop, writer's workshop and math workshop with varying amounts, depending on grade level of the student, of word study, read aloud, shared (interactive) reading and writing.

We recognize that students performing at high standard levels are vital to our success, but we also value the arts. In times of demanding budgetary constraints we strive at maintaining our Band Program, Music Program and Fine Arts programs. Art programs such as History-Through-Art, reinforces concepts in the social studies curriculum through fine art. With the support of the PTA and other funding we are able to provide in-house drama/musical residences for students in our lower grades.

Based primarily on the 2009-2010 Progress Report, we have indentified 3 main goals in our CEP touching upon school environment, student performance and student progress. There will be an expanded effort in teacher collaboration, emphasizing student work and outcomes throughout this year.

Now more than ever we affirm as our mission statement exclaims,

"We are a collaborative school community that strives to encourage each child to reach his/her maximum potential. We will do so in a nurturing and caring environment, looking at and using data to help shape the delivery of instruction to students. Teachers, students and parents will become comfortable at accessing various forms of data in order to help best meet the individual needs of all students. We encourage our school community to develop life-long learning skills, express creativity, show respect for self and others and to take responsibility for their actions making PS 56 "A Good Place to Learn & Grow."

**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>	The Louis DeSario School				
<b>District:</b>	31	<b>DBN #:</b>	31R056	<b>School BEDS Code:</b>	353100010056

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<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	58	54	55		94.7	95.2	TBD		
Kindergarten	123	140	114						
Grade 1	128	123	136	<b>Student Stability: % of Enrollment</b>					
Grade 2	114	124	122	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	118	94	128		97.3	97.1	TBD		
Grade 4	118	94	104						
Grade 5	117	115	101	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		21.9	19.2	32.0		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	8	TBD		
Grade 12	0	0	0						
Ungraded	5	8	9	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	765	766	769		1	1	2		
<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	33	23	23						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	5	2	TBD		
Number all others	0	0	0	Superintendent Suspensions	2	2	TBD		
<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)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	12	6	9	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	4	4	(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	51	50	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	22	24	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	17	13	TBD
	0	0	TBD				
				<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	94.1	100.0	TBD
American Indian or Alaska Native	0.8	1.0	0.9	Percent more than two years teaching in this school	82.4	82.0	TBD
Black or African American	1.0	0.9	0.8	Percent more than five years teaching anywhere	78.4	80.0	TBD
Hispanic or Latino	7.4	7.4	7.7				
Asian or Native Hawaiian/Other Pacific Isl.	3.4	3.7	3.6	Percent Masters Degree or higher	90.0	94.0	TBD
White	87.3	86.8	86.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.5	89.8	TBD
Multi-racial	N/A	N/A	N/A				
<b>Male</b>	51.4	49.9	51.2				
<b>Female</b>	48.6	50.1	48.8				

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

## 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>	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	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>	4	4	1				

#### 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>
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<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	✓
<b>Overall Score</b>	77.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	6.5	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	17.3	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	51.7	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	2.3	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?

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*At the time of the first draft of this CEP not much new data was available for analysis. The needs assessment was based on older data that was used last year. Limited independent reading level data was available for June at this time; however, nearly 96% of all students have made gains in reading level for the time frame September, 2009 through March, 2010. Although most students made some gains, evidence suggests that not all students will have progressed enough to be on grade level. Work in reading comprehension will continue to remain a key focus area with an increase of inquiry work concentrated on improvement of comprehension thereby improving independent reading levels.*

PS 56 had 100.0% of teachers fully licensed and permanently certified in 2007-2008. TBD for 2009-2010.

Although in 2009-2010, PS 56 students in grades 3-5 did not perform as well as in 2008-2009; students still averaged above benchmark level 3 “meets proficiency standard” on both State ELA and MATH assessments.

**ELA:**

Subject	Students at levels 3 & 4			<b>**2009-2010 Median Growth Percentiles</b>	
	2009-2010	2008-2009	2007-2008	All Students	Lowest Third
ELA	*68.4%	90.5%	87.4%	58.0	70.0
MATH	*82.7%	98.7%	95.7%	61.0	60.5
ELA Median Student Proficiency	3.21	3.45	3.37		
MATH Median Student Proficiency	3.68	4.02	3.94		

*\*2009-2010 NYS raised the scoring benchmarks*

*\*\*First year this matrix is reported*

We have seen a decrease in median student proficiency from last year. ELA will continue as a focus area for this year with an emphasis on students reading at higher comprehension levels on increasing reading levels.

Based on the revised scoring benchmarks on state assessments, TCRWP has revised their independent reading level benchmarks and has started work on incorporating tools for assessing on-demand informational writing and persuasive writing to meet the needs of Common Core State Standards (CCSS). We will continue to use the existing rubrics for assessing on-demand narrative writing. For reading TCRWP, is also aligning an assessment for measuring Independent reading Levels of non-fiction as it relates to CCSS. With revised and more rigorous state assessments and the introduction of the CCSS it behooves us to maintain our partnership with the TCRWP since they are advocates for CCSS and have been working to improve and align instruction to meet the challenges of CCSS.

To that end we have found that there is not only a need for more rigorous assessment, but to imbed a solid foundation of instructional bottom line techniques. All general education classroom teachers will utilize the following instructional schedule;

- Reading workshop – five 50 minute sessions per week
- Writing workshop – five 50 minute sessions per week
- Read aloud – three –four 15-20 minute sessions per week
- Word Study – three-four 15-20 minute sessions per week
- Math workshop – five 75 minute (includes calendar math) sessions per week
- Grades K-2 Also needs
- Shared Reading – five sessions per week
- Shared or Interactive Writing – five sessions per week
- Reading logs for grades 2-5: more info to follow.

Workshops **MUST** include:

- Units of Study in reading and writing workshop
- Mini-lessons with four parts everyday –(Connection, Teach, Active Involvement, Link)
- Independent student work time while teachers are either conferring or working in small groups
- Share at the end of workshops

Writing

- Kids choose their own topic
- Kids cycle through the writing process every unit...emphasis is on the writing process not the final product.
- Charts reflect the current unit of study

Reading

- Kids are matched to “just right” assessed level

Emphasis is eyes on text independent reading (not activities, games of writing about reading)

Charts reflect the current unit of study

Maintaining our working partnership with TCRWP is a smart choice for the work they are doing with re-aligning literacy instruction and periodic assessment to CCSS.

With many new changes this year, we have identified a need to bring in as many parents and teachers into discussion and planning. PS 56 will program into the weekly schedule 100 minute blocks for grade level teachers to meet with administration, discuss what works and what doesn't, look at student work and plan effective strategies to meet the needs of our students. An additional 100 minute block per week will be for the Instructional Team to meet as well to discuss, plan, look at student work, create/modify rubric and decide how to incorporate CCSS into current teaching practices.

We would also like to look for ways to incorporate special education, Title 1 Literacy and cluster teachers into regular meetings too.

Teachers will be responsible for keeping track of student progress through various benchmark points and student progress will be included in teacher evaluation for this year.

## **MATH:**

The data shows that for the 2009-2010 school year that the students' median proficiency had dropped from the year before. Ensuring that classroom teachers provide the Math workshop with related Calendar Math activities each day is vital to increase student performance in math. Using our Math coach to co-teach and visit and provide professional development to staff and parents will also enhance student performance and progress.

Our Math bottom lines for this year are as follows; 5 seventy five minute math workshop periods per week including a fifteen to twenty minute calendar math lesson.

Title I TA funds will offset the cost of the coach for this year. Our coach will aid staff in several ways including but not limited to; in-class presentations, after school workshops, coordinating in-house staff development, act as a liaison between staff and TC developers, be integral part of inquiry team, etc.

**SCIENCE:**

PERFORMANCE LEVEL	% 1	% 2	% 3	% 4
2009-2010	0	4	24	72
2008-2009	1	1	19	79
2007-2008	1.8	4.5	28.6	65.2
2006-2007	1.7	1.7	44.9	51.7

2009-2010 science results show high percentages of students, 96%, at levels 3 & 4, maintaining the trend of improvement.

We continue to provide a majority of the Science curriculum through science cluster teachers. Currently two full time dedicated teachers of science enable all students in grades K-2 at least one period of science per week and upper grades, grades 3-5, with two periods per week.

We are using Harcourt Brace Text core with manipulative for the Science Cluster classrooms K-5.

We will look for ways to embed science and other content area into readers and writers workshop throughout the year. Science pacing, by grade, has been developed and will be shared with classroom teachers, students and parents. Classroom science work can be coordinated more effectively with the science lessons provided by the science teacher. This year staff members are involved with Teacher’s College to refine techniques for incorporating science into readers and writers workshop.

**SOCIAL STUDIES:**

Performance Level	% 1	% 2	% 3	% 4
2009-2010	6.0	5.0	65.0	25.0
2008-2009	4.0	4.0	50.0	42.0
2007-2008	0.0	3.4	81.0	15.5

Data shows a slight drop in numbers of students attaining levels 3 & 4 with apparently students moving from level 4 to level 3.

There is a need to formalize Social Studies instruction, while working with TC to further embed social studies into writers and readers workshop. We are utilizing the social studies core curriculum materials in grades three through five. New for this year is a social studies cluster teacher position.

## 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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As mentioned above, the three goals detailed below will touch upon the three areas of the Progress Report; School environment (based on Learning Environment Survey), Student Performance and Student Progress.

*Analysis of current Assessment pro data would also indicate to focus on improvement of reading comprehension strategies.*

### #1 ELA – INDEPENDENT READING LEVELS:

#### ***Student Performance***

##### **Goal:**

By June 2011, all general education students in grades 1-5 will make progress in their grade specific Independent Reading Level (IRL) working toward their goal of one year of progress as assessed by running record data entered into Assessment Pro. Emphasis is on determining what benchmark level students were performing at in June 2010 and looking at what benchmark level they need to attain for 1. To make adequate yearly growth 2. To be brought up to grade level if the student is below grade level expectations and 3. To have students perform at higher than expected yearly growth.

##### **Objective:**

By analysis of Independent Reading Levels (IRL) from June 2011, all general education students in 1-5 will make progress toward their individual goals of at least one year of progress based on Fountas & Pinnell benchmarked independent reading level (IRL) from June 2010 through June 2011. Students will be periodically assessed with Running Records and the data will be entered into Assessment Pro at least three times per year (November, March and June). Emphasis is on determining what benchmark level students were performing at in June 2010 and looking at what benchmark level they need to attain for 1. To make adequate yearly growth 2. To be brought up to grade level if the student is below grade level expectations and 3. To have students perform at higher than expected yearly growth.

Utilizing workshop model strategies in reading and writing with support from Teacher's College in-house staff training we hope to create a more rigorous literacy environment with focus on assessment and conferring with students. We will be working with TC to develop assessments for non-fiction instructional reading as well.

Grade Level	Sept to June Progress
1	5 Levels (D/E – I/J/K)
2	4 Levels (I/J/K – M)
3	3 Levels (M – P)
4	3 Levels (P/Q – S/T)
5	3 Levels (S – V)

At the start of each year for students entering a new grade below September benchmarks, we will focus on raising that student’s levels by at least 1-1/2 times the IRL prescribed yearly progress. In so doing decreasing the IRL gap the child experiences each year. We will identify as targeted students any student in grades 1-3 who fall below the June 2010/September 2010 benchmark level and students in grades 4 & 5 who scored a performance level of 2 or below and provide academic intervention services using our title 1 funded literacy teacher to push into classrooms of these students.

**Description:**

PS 56 has again identified ELA as a target area for this school year. Increasing number of students making strides toward at least one year gain in reading levels will have a significant positive effect on reading comprehension and ELA performance and other content areas.

**#2 ORGANIZATION:**

***Learning Environment***

**Goal:**

By June 2011, all general education classroom teachers in grades Kindergarten through five will have incorporated the following bottom lines for the flow of the day of instruction in their classroom.

**Objective:**

Each general education classroom teacher will incorporate the following bottom lines for instruction as outlined below.

1. Five 50-minute Reading Workshop sessions per week.
  2. Five 50-minute Writing Workshop sessions per week.
  3. Three to four 15-20-minute Read Aloud sessions per week.
  4. Three to four 15-20-minute Word Study sessions per week.
  5. Five 75-minute Math Workshop sessions per week including calendar math.
- In addition, Grades Kindergarten through two will also incorporate five sessions of shared reading and shared writing per week.

**Description:**

Based on evaluation of our Professional Development sessions for the 2009-2010 school year, we have identified a need to add more continuity within the grades and across grades. “Non-negotiables” or “bottom lines” need to be created for the school to move forward and allow for a more organized in-house professional development atmosphere.

The bottom lines established have been derived by looking at strengths and weaknesses within our current delivery of instruction and based on proven effective strategies of delivery of instruction. Within the bottom lines for the flow of the day, classroom teachers will use Units of Study in reading and writing

workshop, mini-lessons with four parts (Connection, Teach, Active Involvement and Link), independent work time where teachers either confer or work with small groups and a share at the end of the workshop

### **#3 ELA – STUDENT PROGRESS**

#### ***Student Progress***

##### **Goal:**

\* By June 2011, as reported on the 2010-2011 progress report, to raise the ELA median growth percentile 12 points from 58 to 70 for current fourth and fifth grade students.

##### **Objective:**

The target as reported on the 2010-2011 Progress Report for ELA median Growth Percentile.

##### **Description:**

Utilizing bottoms lines for instruction across the grades, assessing students' reading levels with Blended Assessments at least 3 times per year and through regular grade level inquiry meetings discussing topics like, item skills analysis findings versus actual student work, we will; but not limit our selves to modify pacing schedules, discuss individual and group challenges, offer insight for modification of lesson plans, and differentiate our professional development to improve student performance. It is our belief that if students make progress during the school year that this will translate in more students performing at higher levels on the ELA thus increasing the median growth percentile.

\* *This is a tentative until actual data is analyzed to see if indirect assessment tools can shed light on this data.*

**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 2008-09 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 (SINI/SRAP/SURR 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.*

**ELA – INDEPENDENT READING**

**Subject/Area (where relevant):** **LEVELS – Student Performance**

<p><b>Annual Goal #1</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, all general education students in grades 1-5 will make progress in their grade specific Independent Reading Level (IRL) working toward their goal of one year of progress as assessed by running record data entered into Assessment Pro. Emphasis is on determining what benchmark level students were performing at in June 2010 and looking at what benchmark level they need to attain for 1.To make adequate yearly growth 2.To be brought up to grade level if the student is below grade level expectations and 3. To have students perform at higher than expected yearly growth.</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>Teachers will regularly utilize TCRWP Blended Assessment, including but not limited to running records, to monitor IRLs of students from September 2010 through June 2011. Students will be taught using the readers’ workshop methodology and teachers will plan lessons according to student need as evidenced by data. Data will be collected via conferencing and formal periodic assessment. A Title I literacy teacher will provide additional push-in/pull-out services for students scoring below a 3 on the 2010 ELA or below new TC benchmark independent reading levels. IRLs will be reported and recorded at least 3 times per year. Each grade meets regularly, as part of Inquiry Team, to discuss student performance, progress and planning.</p> <p>PS 56 is a TCRWP school with in-house staff development. Improving students’ reading and comprehension is one of the focuses for staff development.</p> <p>Funding: Fair Student Funding, Children’s First Funding, Title 1 TA Funding</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>Due to further reduction in funding, a separate Literacy coach will not be rehired at for 2010-2011.However Title I funding has made the following possible. Title I funding has been issued to PS 56 to be used as a Targeted Assisted funding. PS 56 will maintain one coach that will assume ELA and MATH responsibilities. This funding will permit continued in-house professional development through Columbia University Teachers College Reading and Writing Project. At least twenty-four days of in-house staff development will be divided between lower and upper grades will be provided for enhancing Reading and Writing workshop strategies, provide for per-diem coverage to cover the staff for in-house</p>

PD and external off-site professional development opportunities. Title I funding will also support our efforts in hiring a literacy AIS teacher to work with struggling students throughout the year. Title I funding has also been set aside to fund per-session for teachers to train parents through after-school parent workshops.

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

By analysis of Independent Reading Levels (IRL) from June 2011, all general education students in 1-5 will make progress toward their individual goals of at least one year of progress based on Fountas & Pinnell benchmarked independent reading level (IRL) from June 2010 through June 2011. Students will be periodically assessed with Running Records and the data will be entered into Assessment Pro at least three times per year (November, March and June). Emphasis is on determining what benchmark level students were performing at in June 2010 and looking at what benchmark level they need to attain for 1. To make adequate yearly growth 2. To be brought up to grade level if the student is below grade level expectations and 3. To have students perform at higher than expected yearly growth. Utilizing workshop model strategies in reading and writing with support from Teacher's College in-house staff training we hope to create a more rigorous literacy environment with focus on assessment and conferring with students.

Grade Level	Sept to June Progress
1	5 Levels (D/E – I/J/K)
2	4 Levels (I/J/K – M)
3	3 Levels (M – P)
4	3 Levels (P/Q – S/T)
5	3 Levels (S – V)

At the start of each year for students entering a new grade below September benchmarks, we will focus on raising that student's levels by at least 1-1/2 times the IRL prescribed yearly progress. In so doing decreasing the IRL gap the child experiences each year.

Classroom Teachers, coach, Assistant Principal, Principal and Title I Literacy Teacher will monitor IRL data in Assessment Pro. Students' IRLs will be carefully monitored for progress.

Student progress is one measure of all classroom teachers' yearly evaluation.

**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.*

**#2 ELA – ORGANIZATION**

**Subject/Area (where relevant):** Learning Environment

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all general education classroom teachers in grades Kindergarten through five will have incorporated the following bottom lines for the flow of the day of instruction in their classroom.</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>Based on evaluation of our Professional Development sessions for the 2009-2010 school year, we have identified a need to add more continuity within the grades and across grades. “Non-negotiables” or “bottom lines” need to be created for the school to move forward and allow for a more organized in-house professional development atmosphere.</p> <p>The bottom lines established have been derived by looking at strengths and weaknesses within our current delivery of instruction and based on proven effective strategies of delivery of instruction. Within the bottom lines for the flow of the day, classroom teachers will use Units of Study in reading and writing workshop, mini-lessons with four parts (Connection, Teach, Active Involvement and Link), independent work time where teachers either confer or work with small groups and a share at the end of the workshop</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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.</p>	<p>Due to further reduction in funding, a separate Literacy coach will not be rehired at for 2010-2011. However Title I funding has made the following possible. Title I funding has been issued to PS 56 to be used as a Targeted Assisted funding. PS 56 will maintain one coach that will assume ELA and MATH responsibilities. This funding will permit continued in-house professional development through Columbia University Teachers College Reading and Writing Project. At least twenty-four days of in-house staff development will be divided between lower and upper grades will be provided for enhancing Reading and Writing workshop strategies, provide for per-diem coverage to cover the staff for in-house PD and external off-site professional development opportunities. Title I funding will also support our efforts in hiring a literacy AIS teacher to work with struggling students throughout the year. Title I funding has also been set aside to fund per-session for teachers to train parents through after-school parent workshops.</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>Each general education classroom teacher will incorporate the following bottom lines for instruction as outlined below.</p> <ol style="list-style-type: none"> <li>1. Five 50-minute Reading Workshop sessions per week.</li> <li>2. Five 50-minute Writing Workshop sessions per week.</li> <li>3. Three to four 15-20-minute Read Aloud sessions per week.</li> <li>4. Three to four 15-20-minute Word Study sessions per week.</li> <li>5. Five 75-minute Math Workshop sessions per week including calendar math.</li> </ol> <p>In addition, Grades Kindergarten through two will also incorporate five sessions of shared reading and shared writing per week.</p> <p>Continued observation of classroom instruction as it relates to scheduled programming will be on going through the year with challenges and successes discussed at regular meeting with the teachers. In class instruction will also be monitored to maintain monthly unit goals for lower grades September through June for six to seven and already pre-planned in ELA and MATH.</p> <p>All general education teachers will identify and create schedules by mid September. For upper grades, (grades 3-5) Pacing of Units of Study in Reading and Writing will be monitored mid October, mid November, end of December, end of January, mid March, early May and end of June. Each month Math instruction will be monitored to maintain pacing.</p>
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**#3 ELA – PROGRESS**

**Subject/Area (where relevant):** Student Progress

<p><b>Annual Goal #3</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>*By June 2011, as reported on the 2010-2011 progress report, to raise the ELA median growth percentile 12 points from 58 to 70 for current fourth and fifth grade students.</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>Utilizing bottoms lines for instruction across the grades, assessing students' reading levels with Blended Assessments at least 3 times per year and through regular grade level inquiry meetings discussing topics like, item skills analysis findings versus actual student work, we will; but not limit our selves to modify pacing schedules, discuss individual and group challenges, offer insight for modification of lesson plans, and differentiate our professional development to improve student performance. It is our belief that if students make progress during the school year that this will translate in more students performing at higher levels on the ELA thus increasing the median growth percentile.</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>Due to further reduction in funding, a separate Literacy coach will not be rehired at for 2010-2011. However Title I funding has made the following possible. Title I funding has been issued to PS 56 to be used as a Targeted Assisted funding. PS 56 will maintain one coach that will assume ELA and MATH responsibilities. This funding will permit continued in-house professional development through Columbia University Teachers College Reading and Writing Project. At least twenty-four days of in-house staff development will be divided between lower and upper grades will be provided for enhancing Reading and Writing workshop strategies, provide for per-diem coverage to cover the staff for in-house PD and external off-site professional development opportunities. Title I funding will also support our efforts in hiring a literacy AIS teacher to work with struggling students throughout the year. Title I funding has also been set aside to fund per-session for teachers to train parents through after-school parent workshops.</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>* Currently there are no periodic measurable data that can directly assess growth percentiles; however after analysis of extensive samples of students across NYC (TCs comparison of students scoring a 3.0 on the 2010 ELA and benchmark their reading levels for several years) and by looking at Item skills analysis of the June 2010 ELA, we are confident that by periodically measuring IRL and regularly looking at and discussing at student work with teachers as indicated by Item skills analysis and continued grade level inquiry, we may be able to indirectly assess our progress at meeting this goal.</p> <p>* <i>This is a tentative until actual data is analyzed to see if indirect assessment tools can shed light on this data.</i></p>

## CEP Goal or Program

## Budget Allocation (Funding)

By June 2011, all general education students in grades 1-5 will make progress in their grade specific Independent Reading Level (IRL) working toward their goal of one year of progress as assessed by running record data entered into Assessment Pro. Emphasis is on determining what benchmark level students were performing at in June 2010 and looking at what benchmark level they need to attain for 1.To make adequate yearly growth 2.To be brought up to grade level if the student is below grade level expectations and 3. To have students perform at higher than expected yearly growth.

<i><b>Funding Source</b></i>	<i><b>Total Allocated</b></i>
<i>FSF</i>	<i>2,657,818</i>
<i>FSF General Hold Harmless</i>	<i>477,138</i>
<i>FSF Legacy Teacher Supplement</i>	<i>42,515</i>
<i>TL DRA Stabilization</i>	<i>241,885</i>
<i>TL Title II A Supplemental</i>	<i>38,580</i>
<i>C4E</i>	<i>33,920</i>
<i>School Support Supplement</i>	<i>373,737</i>

*Presently the above funding sources are over extended to support staff classroom teachers.*

<i><b>Funding Source</b></i>	<i><b>Total Allocated</b></i>
<i>Title I ARRA TA</i>	<i>210,291</i>

*Presently all Title I ARRA TA funds are allocated for Coach, Staff Development (TCRWP), supplemental Literacy AIS teacher and for parent involvement workshops.*

By June 2011, all general education classroom teachers in grades Kindergarten through five will have incorporated the following bottom lines for the flow of the day of instruction in their classroom.

<i><b>Funding Source</b></i>	<i><b>Total Allocated</b></i>
<i>FSF</i>	<i>2,657,818</i>
<i>FSF General Hold Harmless</i>	<i>477,138</i>
<i>FSF Legacy Teacher Supplement</i>	<i>42,515</i>
<i>TL DRA Stabilization</i>	<i>241,885</i>
<i>TL Title II A Supplemental</i>	<i>38,580</i>
<i>C4E</i>	<i>33,920</i>
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## **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.

***Please note that the numbers of student in AIS services will change regularly as teachers assess students.***

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	0	0	N/A	N/A	0	0	0	0
1	24	24	N/A	N/A	1	0	0	0
2	25	25	N/A	N/A	1	0	0	0
3	40	40	N/A	N/A	0	0	1	0
4	24	24	0	0	1	0	0	0
5	24	24	8	8	0	0	1	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**

Name of Academic Intervention Services (AIS)	<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.).
<b>ELA:</b>	<i>Using Blended Assessments, students are assessed at least three times per year in addition to Predictive Assessments. Students' performance is aligned to benchmarks and is evaluated accordingly. If funding remains available, An AIS F-status teacher will provide push-in and/or pull out services for students in grades four and five. Title I funding will be used to create a Literacy AIS position servicing students from grade one through five. Students in grades K-5, may also be provided with at-risk SETSS if need be and room ins available in our program. Learning Leaders, trained parent volunteers, will be assigned individual students throughout grades one to five depending on the greatest need. Our after school program OST, will provide homework assistance and additional ELA assistance to students as needed. We provide a modified Extended Day program as well. We prefer a 3 day program Tuesday through Thursday for 50 minutes rather than 37.5 minutes 4 days per week. Students are invited into Extended Day as needed based on assessment.</i>
<b>Mathematics:</b>	<i>Using Every Day Math unit tests and assessments, ITA and Periodic Assessments, etc; student performance is aligned to benchmarks and is evaluated accordingly. If funding remains available, An AIS F-status teacher will provide push-in and/or pull out services for students in grades four and five. Students in grades Kindergarten through five, may also be provided with at-risk SETSS if need be. Learning Leaders, trained parent volunteers, will be assigned individual students throughout grades 1-5 depending on the greatest need. Our after school program OST, will provide homework assistance and MATH assistance to students as needed. We provide a modified Extended Day program as well. We prefer a 3 day program Tuesday through Thursday for 50 minutes rather than 37.5 minutes 4 days per week. Students are invited into Extended Day as needed based on assessment.</i>
<b>Science:</b>	<i>PS 56 expects to have 2 full time science cluster teachers allowing for every student to be serviced in science at least once per week. Students in upper grades will have science twice per week and instruction is differentiated using the Harcourt Brace core materials for grades Kindergarten through five. Content area libraries are being ordered for classroom use and Science content is used more regularly in Reading and writers workshop. At this time we can only estimate AIS for fourth graders since test data is accumulated later in the year and is the basis for AIS in the fifth grade.</i>

<b>Social Studies:</b>	<i>PS 56 will maintain an Art through History cluster teacher and provide a Social Studies cluster teacher for 2010-2011. Core curriculum instructional materials in will be available for upper grades this year. At this time little data is available for students prior to grade 4. We estimate 2 students per class early each year; however, instruction is differentiated throughout the year as more data becomes available.</i>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<i>Counseling services provide social, emotional and behavioral supports based on individual need. Support is offered on a one-to-one basis or small group.</i>
<b>At-risk Services Provided by the School Psychologist:</b>	<i>On-going crisis intervention is provided on an as-needed basis for but, not limited to, resolution of student/student and student/teacher conflicts, students' reactions to losses at home (death, divorce), adjustment problems, academic difficulties.</i>
<b>At-risk Services Provided by the Social Worker:</b>	<i>On-going at-risk counseling is provided to focus on acute problems, investigations of various situations involving possible abuse, resolution of student/student and student/teacher conflicts, students' reactions to losses at home (death, divorce), adjustment problems, etc.</i>
<b>At-risk Health-related Services:</b>	<i>Students in need of health related services are provided services through the IEP or 504 process. Services for severe allergies, regular glucose blood testing, epi-pen, nebulizer treatments, etc are supported via paraprofessional and/or school nurse. When appropriate, allergy free tables are maintained in the cafeteria for students with severe allergies to use during lunch.</i>

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

*See attached document*

#### ***ELL Identification Process***

*PS 56 is located in the Rossville section on the South Shore of Staten Island. The school is a pre kindergarten to fifth grade elementary school serving a population of approximately 784 students. Four students, approximately 0.51 % of the student population are eligible for ESL services. PS 56 is dedicated to properly identifying, testing, and serving its ELL population.*

*The home language survey (HLIS) is administered when a new student enters the School system for the first time. An informal oral interview is conducted with the student and parent, as well as, filling out the formal initial HLIS form. The English as a second language (ESL) teacher conducts the HLIS, interviews, and administers the LAB-R.*

*Once a student is identified as eligible for services, parents are notified by entitlement letter (translated letter if needed) to attend an ELL orientation. The orientation consists of discussing the three program options. ESL, TBE, and DL. TBE and DL are available however, at different sites. PS 56 has a Free-standing ESL program only. At the orientation parents view a video in the native language describing each of the three options. Parents complete the program selection and parent survey forms, to determine the program they prefer for their child. Program Selection and Parent Surveys are returned after orientation. If parents do not attend the meeting a form is sent to their home in their native language and is to be returned to the school. If the form is not returned a phone call is issued to the parent to determine program choice. If the parent can not be reached the default of bilingual is selected for that student. It has been our experience that most parents request the Free-standing program; therefore are program that is offered (ESL) is aligned to the parent request.*

*The ESL teacher also determines NYSESLAT eligibility by checking the RNMR, RLER, and RLAT reports in ATS. After determining eligibility the ESL teacher administers the NYSESLAT to the students within the testing window. If the ESL teacher should not be present when ELLs need to be identified, and tested, the test coordinator, coach, or Assistant Principal are responsible for these duties.*

#### ***Part IV: ELL Programming***

*ESL services are provided as a combination of push-in, pull-out. We use a push-in model for ELLs that can perform on grade level. In a push-in the ESL teacher collaborates with the classroom teacher using ESL methodologies in teaching to meet the needs of the ELL students. We use a pull-out model due to the fact that some ELL students need individualized instruction and differentiated lessons to meet their needs.*

*As discussed above, Push-in/pull out services are provided by certified English as a Second language teacher. This teacher is trained teacher who provides instruction in English using ESL methodologies and scaffolding. In order to maximize English acquisition for the ELL's, the ESL teacher and classroom teacher coordinate their efforts during ELA blocks as often as possible.*

*The staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in ESL. The amount of time each student is serviced is determined by the NYSESLAT scores and LAB-r scores. The ESL teachers must provide a schedule listing when she is servicing the students. The ESL teacher also keeps attendance books for students with IEPs.*

*This year PS 56 students eligible for ELL services are comprised of one Second Grader (Spanish) , 2 fourth graders (one Russian and one Spanish), and 1 fifth grader (Arabic). One student has been identified as an Intermediate and receives 360 minutes of services a week. The two fourth graders are at an advanced level. The students receive 180 minutes of service each week. Zero students are SIFE, three students are new comers (0-3 years) and one student has been receiving services between 4-6 years. Our ESL students, whenever possible, are placed in the same class so that the ESL services can be provided as push-in/pull out services.*

*During pull-out services, students are grouped primarily according to the NYSESLAT scores. Students are serviced in small groups, cross-grade, with Instruction differentiated by skill acquisition level. Students participate in an instructional program that is aligned with mandated ESL/ELA and content learning standards and core curriculum. Differentiated instruction is provided to the students based on language proficiency levels and various ELA assessment data as the ESL child progresses.*

*Transitional support for ELL's reaching proficiency on NYSESLAT are carefully placed in classes with other ELL students where the ESL teacher may be better able to schedule transitional services and follow-up with recently proficient students. This provides a smoother transition while still providing support as needed. Testing accommodations are maintained for transitional students, such as, time and a half, native language glossaries, and bilingual dictionaries.*

*Our literacy curriculum adheres to a workshop model program, modeled on Teachers' College Reading and Writing Project. This model addresses the needs of our ELL population by providing them with ongoing opportunities to read, write, and speak in order to help them gain fluency. Where appropriate, computer programs are supplemented into the instructional day for our ELL students.*

*The Mathematics program is The Everyday Math Program in all grades. One of the benefits of the Everyday Math Program is that it helps ELL's acquire English proficiency through the use of manipulative material, demonstrations and modeling.*

*ESL students participate in content area instruction such as science and social studies. These classes like all classes are taught in English. Word-for Word dictionaries in the child's native language is made available to ESL students.*

*Instructional materials, including technology are used to support ELLs. Hands on materials and visuals are used as often as possible. Smart boards are used to provide visuals. Native language support is included in ESL by providing books in other languages that the student may read. Bilingual dictionaries are handed out to each ELL at the beginning of every school year in their native language.*

*Currently this year PS 56 has an ELA AIS intervention program. It is push-in for extra support. All of PS 56's ELLs are targeted and receive this extra service weekly.*

*All students regardless of ESL status are provided the same access to all school programs. Parents of ESL students are invited to participate and become active in school activities. For activities such as workshops, teacher meetings, and other events, translators are secured. All memos that need translating are translated into appropriate language.*

### ***Professional Development and Support for school staff***

*The ESL teacher will continue to attend all mandated professional development and will continue to participate in our in-house literacy professional development provided by Columbia University Teachers' College. The ESL teacher also attends the Division of School Support and Instruction professional development meetings. All teachers are aware of the 7.5 hours of ESL training required. Special education teachers are*

*aware of the 10 hours of ESL training required. Certificates of attendance and completion in workshop hours are copied and maintained in teacher records. Periodically these records are reviewed. Professional development opportunities are offered to all staff as they become available.*

### ***Parent Involvement***

*PS 56 provides a vast amount of opportunities for parents, including parents of ELLs. PS 56 offers various parents workshops, as well as, community based workshops. Listed below are examples for parent workshops that are offered to support all parents.*

*The school provides standard based ELA and New York State Mathematics testing preparation and informational workshops.*

*Parents are offered a, “Help Your Child Learn to Write”, workshops for Pre-K-1<sup>st</sup> grade. This workshop is designed to address the needs to how to teach your child letters, sounds, how to transition into spelling and the importance of word spacing.*

*PS56 also holds blended assessment workshops for grades 1-5. These workshops aid parents in understanding what blended assessments are and how to identify just right books for their children.*

*Additionally PS 56 hold ARIS workshops so parents may be able to access important data timely data on their children.*

*The parents are provided with a “Science Fair” workshop. This workshop is designed to help parents understand the guidelines of preparing a science fair project with their child.*

*PS 56 is actively involved with “Learning Leaders”. A representative from Learning Leaders comes to the school for a parent support based workshop to implement training to parents in order to help their child with reading, writing, and math skills.*

*PS 56 is committed to providing workshops to benefit the needs of all its parents, including parents of ELLs. A Parents’ needs assessment survey for workshops is sent home to each parent. This survey provides a place for parents to suggest topics they would like to learn more about, the grade level, and what time would be most convenient for this workshop to take place. P.S. 56 works to put all of the suggestions into action to best meet the parents’ needs. Translators are always available if required.*

### ***After reviewing and analyzing the assessment data, answer the following***

*All ESL students in grades 3-5 participate in content area assessments and eligible students in attendance for more than one year take the NYS ELA assessments.*

*Students enrolled for fewer than three years have services geared toward proficient levels on NYSESLAT. Students needing extension of services for more than three years continue to receive services based on NYSESLAT levels attained. If ELL students services are extended or little progress is being made, an AIS Program may be offered to assist them. There is continued collaborative planning between ESL teacher and classroom teacher and when necessary with our Pupil Progress Team (PPT) and parent to discuss additional services.*

*ESL students are assessed using various tools periodically throughout the year. Students in kindergarten through fifth grade are assessed using running records, Blended Assessments, ELL periodic assessments, etc. ELL periodic assessments are analyzed by the ESL teacher and results are discussed with classroom teachers. The data is used to inform and plan instruction for each student. Although we are not experiencing large populations of ESL students, NYSESLAT data shows ELL students making progress towards proficiency with few exceptions by the third year enrolled in ELL services. With few exceptions the ESL program provides immersion in the English language in a low risk environment for ESL students to explore, read, write and speak as they develop their English language skills*

*Students not making progress according to NYSESLAT scores and teacher evaluation, bilingual evaluations may be recommended by the team.*

**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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*Presently we have an ESL certified teacher providing all mandated services for ESL students. She has attended all workshops and presentation offered by our district and our network and she will continue to attend various professional development sessions also offered by our CFN. Our ESL provider meets with and provides support for all teachers with ELL students and will participate in Teachers’ College in-house staff development and off site workshops that address ELL students at Teacher’s College calendar days.*

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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**

**N/A**

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**

**N/A**

**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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**Section III. Title III Budget**

School: 31R056 BEDS Code: 353100010056

<b>Allocation Amount: \$1,114.00 Translation Services</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> <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>		
<b>Purchased services</b> <ul style="list-style-type: none"><li>- High quality staff and curriculum development contracts.</li></ul>		
<b>Supplies and materials</b> <ul style="list-style-type: none"><li>- Must be supplemental.</li><li>- Additional curricula, instructional materials. Must be clearly listed.</li></ul>		
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>	\$1, 114.00	Used for translation services

<b>TOTAL</b>		
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### **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.

*Throughout the school year parents of all new ELL students are surveyed at point of registration into the school to ascertain which language they would prefer to receive school communication in. In addition, our math coach, administration, and parent coordinator reach out to the parents upon entry. Parent workshops are made available for all parents. Accommodations for the parents of ELLs are always provided and implemented.*

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.

*Appropriate language translation information is communicated to the school staff and our IEP teacher will have notices sent home translated by the translation unit as needed. Oral interpreters are secured prior to parent-school conferences, including American Sign Language when needed. This year interpretation services are needed in Arabic, Russian and Spanish. School personnel are used for translation when appropriate.*

#### **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.

*Based on as needed service, translation services will be outsourced if the regional translation unit cannot provide the necessary translation service. Funding in Galaxy will support our needs. Notices from the NYC DOE now come in a variety of translations and they are utilized as needed.*

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.

*Interpretation for planned conferences and meetings are arranged prior to the meeting. In the event of an unplanned meeting or conference several staff members are used for translating Russian, Spanish, Arabic and American Sign Language. The Translation and Interpretation Unit will also be called for “over-the-phone” services.*

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>.

*As per Chancellor Regulation A-663, parents limited in English, will be provided with a meaningful opportunity to participate in and have access to all school programs and services conducted at school. PS 56 reaches out to families not fluent in English to see if they would be attending any event or meeting and when needed we secure a translator*

**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:		\$210, 291	\$210,291
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$2,103	\$2,103
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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. 2008-2009 100%

\* 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**.

***See Attached***

***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

N/A

### 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.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o 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.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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

N/A

### *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.

**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						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**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.

**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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance 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. Use program resources to help participating children meet the State standards.

*AIS will be provided for all grade 1-5 AIS eligible students. Eligibility for grades 1-3 will be based on benchmarked Independent Reading Levels (IRLs) in September, November, March and June. Students in Grades 4 & 5 will be identified according to scoring 2 or below on the State ELA assessment in June and then benchmarked IRLs. AIS service will be provided using primarily a push-in model throughout the school day.*

2. Ensure that planning for students served under this program is incorporated into existing school planning.

*The Title 1 intervention teacher communicates on a regular basis with classroom teachers and will participate in Grade Level meetings and staff development. The Title 1 intervention teacher meets periodically with Administration to update student progress and program effectiveness. Students will be reevaluated at least each benchmark period.*

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:

- 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;

*Our Title 1 Program uses student data from standardized tests, item skills analysis, teacher observation, and benchmark assessments to formulate groups of students in Grades 1 to 5 to receive services. Teacher groups and scheduling is made in tandem with classroom teachers so as to provide support within the classroom during reading and/or writing workshop The title 1 intervention teacher will continue using proven workshop model techniques. Other materials or techniques may be used as deemed needed. Title 1 intervention teacher presents instruction within the workshop model and through small group instruction at all times. All services are delivered within the school day and the Extended Day program.*

*All Title 1 identified students are afforded all programs and curriculum that the school possesses including their own academic intervention service. This includes all opportunities for enrichment clusters and any project based learning.*

4. Coordinate with and support the regular educational program;

Title 1 teacher parallels instruction to the objectives being presented in the classroom. The Title 1 teacher pushes in during literacy instruction times. Teachers differentiate instruction to meet the needs of the students based on regular periodic formative assessment and teacher observations.

5. Provide instruction by highly qualified teachers;

*PS 56 has a staff of 100% Highly Qualified Teachers.*

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

*Classroom teachers and Title 1 intervention teacher participate in our in-house staff development provided by the Teachers' College Reading and Writing Project. Administration, coach, teachers, paraprofessionals and parents have opportunities for off-site professional development sponsored by Teachers' College and others. Additionally, teachers and coach present several parent workshops during and after school hours. Workshops include but are not limited to Assessment, early grade writing, reading and Math. Progress Reports are given to parents to keep them current on their children's progress. Also student math goals and benchmark reading levels are sent home early in the year for students in grades 1-5. The Title 1 teacher is available for parent meetings throughout the entire year.*

7. Provide strategies to increase parental involvement;

*Informing parents of long term grade level goals helps parents understand where students need to be performing at various times throughout the year. Teachers monitor student performance and progress and adjust lessons to meet the needs of students. The Title 1 teacher monitors targeted students as well and adjust intervention as needed. Parent workshops are held discussing the types of assessments used through out the year and to help parents learn to choose "just-right" books to works with their children at home. We continually seek parents of Title1 targeted students to join our Learning Leaders and to volunteer their time to work with students.*

8. Coordinate and integrate Federal, State and local services and programs.

*Title 1 funding constitutes the source for the majority of our AIS program.*

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

**N/A**

*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.

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School Under Registration Review (SURR)

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.

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

**N/A**

*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.)

*Currently PS 56 has 7 STH students enrolled. These students will be included as Title 1 targeted students. If their academics are not an issue, other factors of their education will be monitored including, but not limited to, bussing issues, attendance, parent involvement, behavior issues, etc.*

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

*Our STH population receives all the programs that every student in PS 56 receives. AIS will be provided for all grade 1-5 STH students as determined by their academic performance. Eligibility for grades 1-3 will be based on benchmarked Independent Reading Levels (IRLs) in September, November, March and June. Students in Grades 4 & 5 will be identified according to scoring 2 or below on the State ELA assessment in June and then benchmarked IRLs. AIS service will be provided using primarily a push-in model throughout the school day. STH students performing at or above benchmark levels will be monitored at each benchmark period to ensure they are maintaining adequate progress. As with all students STH students may need to receive AIS services at various times throughout the year.*

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

**N/A**

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. 56 The Louis Desario School					
<b>District:</b>	31	<b>DBN:</b>	31R056	<b>School</b>		353100010056

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	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	54	55	58		94.7	95.2	94.4
Kindergarten	140	114	121				
Grade 1	123	136	108	<b>Student Stability - % of Enrollment:</b>			
Grade 2	124	122	139	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	108	128	116		97.3	97.1	97.6
Grade 4	94	104	129				
Grade 5	115	101	105	<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		21.9	32.0	37.7
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		2	8	1
Grade 12	0	0	0				
Ungraded	8	9	7	<b>Recent Immigrants - Total Number:</b>			
Total	766	769	783	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	1	2

<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	23	23	27	Principal Suspensions	5	2	9
# in Collaborative Team Teaching (CTT) Classes	0	0	8	Superintendent Suspensions	2	2	4
Number all others	87	90	105				

*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	51	50	45
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	22	24	8
# receiving ESL services only	6	9	TBD				
# ELLs with IEPs	4	4	TBD	Number of Educational Paraprofessionals	17	13	35

*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	94.1	100.0	100.0
				% more than 2 years teaching in this school	82.4	92.0	95.6
				% more than 5 years teaching anywhere	78.4	80.0	91.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	94.0	100.0
American Indian or Alaska Native	1.0	0.9	0.6	% core classes taught by "highly qualified" teachers	89.5	89.8	100.0
Black or African American	0.9	0.8	1.0				
Hispanic or Latino	7.4	7.7	7.8				
Asian or Native Hawaiian/Other Pacific	3.7	3.6	3.4				
White	86.8	86.3	87.1				
<b>Male</b>	49.9	51.2	51.7				
<b>Female</b>	50.1	48.8	48.3				

#### 2009-10 TITLE I STATUS

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

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>4</b>	<b>4</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>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	20.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	10.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.5						

<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 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

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

##### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

#### **PS 56 PARENTAL INVOLVEMENT POLICY**

The administrators, staff and teachers of PS 56, strongly believe that teaching is a shared responsibility. Evidence has shown that students who receive quality education in school followed with parent support at home perform at better levels. We also acknowledge the decades of research showing that students’ academic success, self-esteem and general perspective on education, life and the world are greatly influenced by their parents’ involvement in education from pre-kindergarten through high school.

Understanding this, PS 56 is keenly aware that in order to provide our students with an environment which will enable them to reach their fullest potential and foster in them a love of learning and education, the PS 56 community must develop, programs and policies which allow the staff, parents and students to function as full partners.

PS 56 commits to:

1. Planning, implementing, assessing and, as necessary, revising effective parent involvement activities aimed at improving student academic achievement and school performance;
2. Building the school's and the parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and integration of parents into professional development and other school activities;
3. Encouraging parental involvement in the planning stages of parental programs and activities as regulated by the Title I and No Child Left Behind legislation. This will include convening an annual meeting to:
  - a. Explain to parents the requirements of these laws in simple, direct and understandable terms;
  - b. Inform parents of the school's participation in such programs, and include them, in an organized, ongoing and timely fashion, in the planning, review, improvement and revision of such programs as mandated by law and regulation;
  - c. Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.
4. Informing and explaining to parents the New York City and New York State achievement standards students are expected to meet; how students' progress is measured, as well as provide information regarding the curriculum currently in use at the school;
5. Informing and providing the parents with any training and materials available for them to help them work with their children;
6. Informing parents of any resources, such as transportation and child care, which may be available in order to allow them to attend and participate in school events;
7. Informing them of and bring to the parents any other programs available through community resources, which may be of use or interest to them, whenever possible;
8. Including in its Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, responsibilities and commitments of the parents, the children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.

PS 56 shall accomplish these goals through the following means:

1. By convening regular meetings, at times facilitating greatest parental participation, at which parents will be able to gain information, voice opinions and offer approval or rejection of proposed programs and policies. These shall include the following meetings:
  - a. Monthly meetings of the general PTA membership;
  - b. Monthly meetings of the School Leadership Team;

- c. Meetings of any standing PTA committees;
  - d. Planned regular meetings of Title I parents.
2. By establishing various forms of clear and consistent communication with the parents through our EBLAST email system, newsletters, school messenger service, PS 56 website updates, and phone calls when necessary; stressing the need for
  - a. Regular attendance of parent-teacher conferences;
  - b. Reports to parents on their child's progress;
  - c. Reasonable access to staff, opportunities to participate in their child's education.
3. By providing to the parents alternate means of communicating their concerns and suggestions, including but not limited to:
  - a. A suggestion box;
  - b. PTA e-mail access
  - c. Timely return of correspondence from staff to parents
  - d. Having access to all parent needs surveys
4. By providing all parents with a copy of this Parent Involvement Policy, in English and other appropriate languages, and its inherent School-Parent Compact component.

***This Parent Involvement Policy (PIP) including the School Parent Compact (SPC) was distributed for review by Mr. Scali on November 22, 2010.***

## **2. School-Parent Compact**

**Explanation:** 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

### **PS 56 SCHOOL-PARENT COMPACT**

We, administrators, teachers, staff and parents of PS 56 fully recognizing our mutual interdependence and responsibility for supporting our students' educational, social and personal endeavors in order that they our students may achieve academic success, realize their full potential as unique individuals and become responsible, contributing citizens, hereby pledge to each other and to our students to provide that support by voluntarily and eagerly signing the agreements stated in this document.

We, the students of PS 56, recognizing our own duty to accept responsibility for achieving academic success, as well as for our social development and personal growth as contributing, respectful members of our family, school and world community, hereby pledge our commitment to fulfilling that responsibility to the best of our ability, by signing the agreements stated below.

**The School Agrees To:**

- Show respect for each child and his/her family, each teacher and staff member;
- Provide a safe and clean environment, and an atmosphere conducive to teaching and learning, for the entire school community;
- Establish an atmosphere conducive to open, regular communication among staff, teachers, students and parents;
- Provide, teachers, staff and parents with the materials and supplies necessary for them to fulfill their obligations to the students and one another (pending appropriate funding levels);
- Clearly communicate performance expectations to the teachers and provide them with constructive feedback;
- Provide clear, frequent and regular communication channels between myself and the teachers/staff;
- Provide teachers and staff with meaningful opportunities for professional growth and enrichment;
- Celebrate individual student's, teacher's and staff member's success with the entire school community;
- Provide opportunities for parents to participate in school activities and events by scheduling them at times conducive to greatest attendance;
- Offer, when available, off-site parent workshops;
- Convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved;
- Give parents and staff opportunities to participate in school governance;
- Actively involve parents in planning, reviewing and improving Title I programs and the parental involvement policy;
- Provide parents with information about all programs;
- Clearly communicate expectations for student performance to the parents and provide them with student profiles and assessment results;
- Provide parents with all pertinent individual, regional and department of education information;
- Provide clear, frequent and regular communication channels between myself, the teachers and the parents through: parent-teacher conferences; student progress reports; opportunities to volunteer and participate in their child's class; opportunities to observe classroom activities as appropriate;
- Inform parents of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home.

**The Teacher Agrees To:**

- Show respect for each child and his/her family
- Provide quality teaching and leadership;
- Believe that each student can learn and make progress throughout the year;
- Recognize each child's unique abilities and challenges to help him/her grow to his/her full potential;

- Come to class prepared and positive;
- Assign homework that is meaningful and appropriate to the grade level;
- Coordinate with other programs to make sure nightly assignments do not exceed time limits;
- Give each student corrective, constructive and encouraging feedback;
- Celebrate each student's success and encourage students not to give up when challenges discourage him/her;
- Enforce school and classroom rules fairly and consistently;
- Maintain open lines of communication with the student and his/her parents;
- Provide full and clear classroom expectations each child and his/her parents;
- Provide clear progress reports to the parents at reasonable intervals or as necessary to ensure the child meets grade standards;
- Seek ways to involve parents in the school program and value their contribution.

**The Student Agrees To:**

- Show respect for my classmates, teachers, principals, school staff, parents and myself;
- Attend school regularly and be on time;
- Believe that he/she can and will learn;
- Come to school each day prepared to work and with all required supplies;
- Always do my best in my work and my behavior;
- Ask questions if I do not understand school or homework assignments;
- Complete and return my homework on time;
- Observe regular study hours;
- Observe the classroom and school rules set by my teacher, my principal and the Department of Education; Work cooperatively with my classmates;
- Respect school property;
- Take pride in my work and my school;
- Read 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.

**The Parent/Guardian Agrees To:**

- Show respect for my child, his/her teacher and the school;
- See that my child attends school regularly and reports to school on time;
- See that my child is picked up from the school bus or from the school on time each day;

- Support and model positive attitudes toward school (by showing interest in my child's education, reading, limiting my own TV viewing, discuss books and texts with my child, etc.);
- Talk with my child about his/her school activities every day;
- Communicated regularly with my child's teacher;
- Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting;
- Make sure my child observes the classroom and school rules set by his/her teacher, the principal and the Department of Education;
- Insist that all homework assignments are fully completed and on schedule;
- Provide a specific time and a quiet, well-lit place for my child to do homework;
- Provide my child with the necessary and appropriate supplies to complete his/her assignments;
- Be available to assist my child;
- Review completed assignments to check for understanding;
- Attend all parent-teacher conferences;
- Participate in school activities and events;
- Seek out opportunities to volunteer at my child's school;
- Support the school in developing positive behaviors;
- Support the school in implementing school policies and procedures
- Read to my child and encourage him/her to read independently daily;
- Monitor my child's TV viewing, video game and online activities;
- Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily.

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

**N/A - PS 56 is a Title 1 Targeted Assistance School**

**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.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - 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.
3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.

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.
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.
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.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance 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. 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:
  - 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 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance 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. Use program resources to help participating children meet the State standards.

*AIS will be provided for all grade 1-5 AIS eligible students. Eligibility for grades 1-3 will be based on benchmarked Independent Reading Levels (IRLs) in September, November, March and June. Students in Grades 4 & 5 will be identified according to scoring 2 or below on the State ELA assessment in June and then benchmarked IRLs. AIS service will be provided using primarily a push-in model throughout the school day.*

2. Ensure that planning for students served under this program is incorporated into existing school planning.

*The Title 1 intervention teacher communicates on a regular basis with classroom teachers and will participate in Grade Level meetings and staff development. The Title 1 intervention teacher meets periodically with Administration to update student progress and program effectiveness. Students will be reevaluated at least each benchmark period.*

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:
  - 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;

*Our Title 1 Program uses student data from standardized tests, item skills analysis, teacher observation, and benchmark assessments to formulate groups of students in Grades 1 to 5 to receive services. Teacher groups and scheduling is made in tandem with classroom teachers so as to provide support within the classroom during reading and/or writing workshop. The title 1 intervention teacher will continue using proven workshop model techniques. Other materials or techniques may be used as deemed needed. Title 1 intervention teacher presents instruction within the workshop model and through small group instruction at all times. All services are delivered within the school day and the Extended Day program.*

*All Title 1 identified students are afforded all programs and curriculum that the school possesses including their own academic intervention service. This includes all opportunities for enrichment clusters and any project based learning.*

4. Coordinate with and support the regular educational program;  
Title 1 teacher parallels instruction to the objectives being presented in the classroom. The Title 1 teacher pushes in during literacy instruction times. Teachers differentiate instruction to meet the needs of the students based on regular periodic formative assessment and teacher observations.

5. Provide instruction by highly qualified teachers;

*PS 56 has a staff of 100% Highly Qualified Teachers.*

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

*Classroom teachers and Title 1 intervention teacher participate in our in-house staff development provided by the Teachers' College Reading and Writing Project. Administration, coach, teachers, paraprofessionals and parents have opportunities for off-site professional development sponsored by Teachers' College and others. Additionally, teachers and coach present several parent workshops during and after school hours. Workshops include but are not limited to Assessment, early grade writing, reading and Math. Progress Reports are given to parents to keep them current on their children's progress. Also student math goals and benchmark reading levels are sent home early in the year for students in grades 1-5. The Title 1 teacher is available for parent meetings throughout the entire year.*

7. Provide strategies to increase parental involvement;

*Informing parents of long term grade level goals helps parents understand where students need to be performing at various times throughout the year. Teachers monitor student performance and progress and adjust lessons to meet the needs of students. The Title 1 teacher monitors targeted students as well and adjust intervention as needed. Parent workshops are held discussing the types of assessments used through out the year and to help parents learn to choose “just-right” books to works with their children at home. We continually seek parents of Title1 targeted students to join our Learning Leaders and to volunteer their time to work with students.*

8. Coordinate and integrate Federal, State and local services and programs.

*Title 1 funding constitutes the source for the majority of our AIS program.*

**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>604</b>	District <b>31</b>	School Number <b>056</b>	School Name <b>Louis Desario</b>
Principal <b>Dean Scali</b>		Assistant Principal <b>Dianna DeRose</b>	
Coach <b>Georgia Vlitas</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>N/A</b>		Guidance Counselor <b>N/A</b>	
Teacher/Subject Area <b>N/A</b>		Parent <b>N/A</b>	
Teacher/Subject Area <b>N/A</b>		Parent Coordinator <b>Nancy Falcone</b>	
Related Service Provider <b>Julie Maltese - ESL</b>		Other <b>N/A</b>	
Network Leader <b>Greg Jaenicke</b>		Other <b>N/A</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	<b>2</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>784</b>	Total Number of ELLs	<b>4</b>	ELLs as Share of Total Student Population (%)	<b>0.51%</b>
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## Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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.

P.S. 56 is located in the Rossville section on the South Shore of Staten Island. The school is a Pre Kindergarten to fifth grade elementary school serving a population of approximately 784 students. Four students, approximately 0.51 % of the student population are eligible for ESL services. P.S. 56 is dedicated in properly identifying, testing, and serving its ELL population. The home language survey (HLIS) is administered when a new student enters the School system for the first time. An informal oral interview is conducted with the student and parent, as well as, filling out the formal initial HLIS form within 10 days of enrollment. The licensed English as a Second Language (ESL) teacher conducts the HLIS, interviews, and administers the LAB-R to determine English proficiency level. Students that speak Spanish at home that do not score below proficiency on the LAB-R are administered the Spanish LAB-R to determine language dominance. Translations are available during the ELL identification process. P.S. 56 has pedagogues that are bilingual in Spanish and provides translation for any other languages needed during the ELL identification process.

Once a student is identified as eligible for services (scores below proficiency on the LAB-R), parents are notified by entitlement letter (translated letter if needed), parent survey and program selection form, placement letter, and a letter informing them when to attend an ELL orientation. The orientation consists of discussing the three program options listed on the parent selection form, English as a Second Language (ESL), Transitional Bi-Lingual Education (TBE), and Dual Language (DL). TBE and DL are available however, at different sites. P.S. 56 has a Free-standing ESL program only. P.S. 56 does not have TBE or DL programs because they do not have adequate population of students speaking one specific language for the creation of a TBE or DL program. If the student population and parent choice changes as will the programs in the future.

Freestanding English as a Second Language (ESL) programs provide instruction in English, emphasizing English-language acquisition. Often, students in Freestanding ESL programs come from many different native-language backgrounds and English is the only common language among students. However, native language support is available whenever possible in an ESL program. Dual Language programs serve both ELLs in need of English language development and monolingual English-speaking students who are interested in learning a second language. These programs are designed to continue developing ELLs' native language, as well as, English language skills, throughout schooling while helping monolingual English-speaking students become bilingual. Transitional Bilingual Education (TBE) programs develop students' conceptual skills in their native language as they learn English. A TBE program includes an ESL component, as well as content area instruction in both the native language and English, all designed to deliver grade-appropriate subject matter to ELLs. Also, TBE programs include a Native Language Arts (NLA) component to develop communication and academic skills, such as, listening, speaking, reading and writing, in a student's home language while cultivating an appreciation of his or her history and culture.

At the orientation parents view a video in the native language describing each of the three options. Parents complete the program selection and parent survey forms, to determine the program they prefer for their child. Program Selection and Parent Surveys are returned after orientation. The parents are also notified by letter and/or phone call informing them how they can access the parent orientation video from the internet at: <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm>. If parents do not attend the meeting a form is sent to their home in their native language and is to be returned to the school. If the form is not returned a phone call is issued to the parent to determine program choice. If the parent can not be reached the default of bilingual is selected for that student. It has been our experience that most parents request the free-standing program. therefore our program is aligned to the parent request. If parent choice indicates a program P.S. 56 does not offer, the ESL teacher (with a translator) informs the parents of schools that offer the program they requested. They are informed they have the right to place their child in their chosen program. All forms are filed and stored at P.S. 56.

The ESL teacher also determines NYSESLAT eligibility by checking the RNMR, RLER, and RLAT reports in ATS. After determining eligibility the ESL teacher administers the NYSESLAT to the students within the testing window. The NYSESLAT is administered to determine ELL proficiency or ESL level. All ELLs are tested in listening, speaking, reading, and writing sections of the NYSESLAT. If the ESL teacher should not be present when ELLs need to be identified, and tested, the test coordinator, literacy coach, or Assistant Principal are responsible for these duties.

## 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
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>			1											1
<b>Push-In</b>			1		1	2								4
<b>Total</b>	0	0	2	0	1	2	0	0	0	0	0	0	0	5

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	1	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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>	3	0	2	1	0	1	0	0	0		4
<b>Total</b>	3	0	2	1	0	1	0	0	0		4

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

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

## 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.

ESL services are provided as a combination of push-in, pull-out. We use a push-in model for ELLs that can perform on grade level. In a push-in the ESL teacher collaborates with the classroom teacher using ESL methodologies in teaching to meet the needs of the ELL students. We use a pull-out model due to the fact that some ELL students need individualized instruction and differentiated lessons to meet their needs.

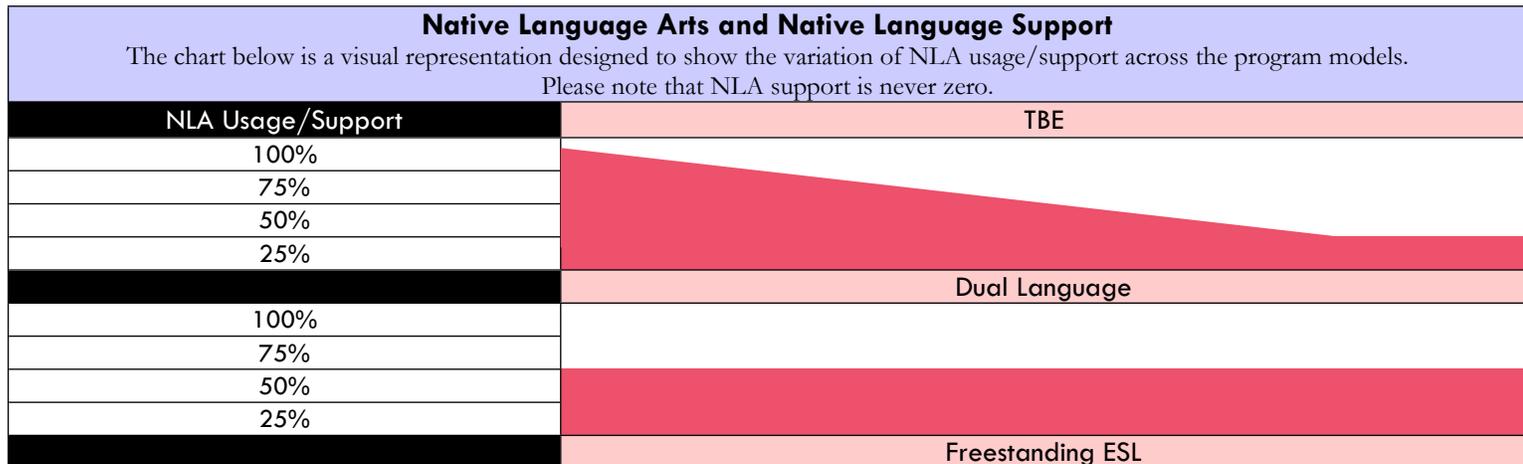
As discussed above, Push-in/pull out services are provided by certified English as a Second language teacher. This teacher is trained teacher who provides instruction in English using ESL methodologies and scaffolding. In order to maximize English acquisition for the ELL's, the ESL teacher and classroom teacher coordinate their efforts during ELA blocks as often as possible. The staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in ESL. The amount of time each student is serviced is determined by the NYSESLAT scores and LAB-r scores. The ESL teachers must provide a schedule listing when she is servicing the students. The ESL teacher also keeps attendance books for students with IEPs.

This year P.S. 56 students eligible for ELL services are comprised of one Second Grader (Spanish) , 2 fourth graders (one Russian and one Spanish), and 1 fifth grader (Arabic). One student has been identified as an Intermediate and receives 360 minutes of services a week. The two fourth graders are at an advanced level. The students receive 180 minutes of service each week. Zero students are SIFE, three students are new comers (0-3 years) and one student has been receiving services between 4-6 years. Our ESL students, whenever possible, are placed in the same class so that the ESL services can be provided as push-in/pull out services.

During pull-out services, students are grouped primarily according to the NYSESLAT scores. Students are serviced in small groups, cross-grade, with Instruction differentiated by skill acquisition level. Students participate in an instructional program that is aligned with mandated ESL/ELA and content learning standards and core curriculum. Differentiated instruction is provided to the students based on language proficiency levels and various ELA assessment data as the ESL child progresses. Transitional support for ELL's reaching proficiency on NYSESLAT are carefully placed in classes with other ELL students where the ESL teacher may be better able to schedule transitional services and follow-up with recently proficient students. This provides a smoother transition while still providing support as needed. Testing accommodations are maintained for transitional students, such as, time and a half, native language glossaries, and bilingual dictionaries.

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

## 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?

Our literacy curriculum adheres to a workshop model program, modeled on Teachers' College Reading and Writing Project. This model addresses the needs of our ELL population by providing them with ongoing opportunities to read, write, and speak in order to help them gain fluency. Where appropriate, computer programs are supplemented into the instructional day for our ELL students.

The Mathematics program is The Everyday Math Program in all grades. One of the benefits of the Everyday Math Program is that it helps ELL's acquire English proficiency through the use of manipulative material, demonstrations and modeling.

ESL students participate in content area instruction such as science and social studies. These classes like all classes are taught in English. Word-for Word dictionaries in the child's native language is made available to ESL students. Instructional materials, including technology are used to support ELLs. Hands on materials and visuals are used as often as possible. Smart boards are used to provide visuals. Native language support is included in ESL by providing books in other languages that the student may read. Bilingual dictionaries are handed out to each ELL at the beginning of every school year in their native language. Currently this year P.S. 56 has an ELA AIS intervention program. It is push-in for extra support. The all of P.S. 56's ELLs are targeted and receive this extra service weekly.

All students regardless of ESL status are provided the same access to all school programs. Parents of ESL students are invited to participate and become active in school activities. For activities such as workshops, teacher meetings, and other events, translators are secured. All memos that need translating are translated into appropriate language.

## 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.

The ESL teacher will continue to attend all mandated professional development and will continue to participate in our in-house literacy professional development provided by Columbia University Teachers' College. The ESL teacher also attends the Division of School Support and Instruction professional development meetings provided by CFN 604. For example, In the 2010-2011 school year, the ESL teacher and the Assistant Principal have attended professional development meetings on, December 7<sup>th</sup>,2010, Academic Literacy for ELLs aligned to CCSS: Session #2, Reading & Writing Informational text and on January 25,2011 attended, session #3, Looking at Student work and will attend future meetings offered in in March 2011 and spring 2011 . PS 56 Administration and Middle school administrators set up a 5<sup>th</sup> grade visit th the middel school, I.S. 34. educators and assistant principals from IS 34 visit all of our 5<sup>th</sup> grade students and explain the articulation process, what is expected for the transition from elementary to middle school, and the instructional choices offered for all of our 5<sup>th</sup> graders as they enter middle school. All teachers are aware of the 7.5 hours of ESL training required. Special education teachers are aware of the 10 hours of ESL training required. Certificates of attendance and completion in workshop hours are copied and maintained in teacher records. Professional development opportunities are offered to all staff as they become available.

#### 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?

P.S. 56 provides a vast amount of opportunities for parents, including parents of ELLs. P.S. 56 offers various parents workshops, in many areas including, but not limited to, early reading intervention, ELA and Math Assessment, etc. Listed below are examples of opportunities for all parents, including ELL parents.

The school provides standard based ELA and New York State Mathematics testing preparation and informational workshops. Parents are offered a, "Help Your Child Learn to Write", workshops for Pre-K-1st grade. This workshop is designed to address the needs to how to teach your child letters, sounds, how to transition into spelling and the importance of word spacing.

P.S.56 also holds blended assessment workshops for grades 1-5. These workshops aid parents in understanding what a blended assessment is, helping parents understand children's needs. PS 56 provides support and guidance on accessing on-line tools like ARIS and ACUITY.

The parents are provided with a "Science Fair" workshop. This workshop is designed to help parents understand the guidelines of preparing a science fair project with their child.

P.S. 56 is actively involved with "Learning Leaders". A reprehensive from Learning Leaders comes to P.S. 56 for a parent support based workshop to implement training to parents in order to help their child with reading, writing, and math skills.

P.S. 56 is committed to providing workshops to benefit the needs of all its parents, including parents of ELLs. A Parents' needs assessment survey (translated as needed) for workshops is sent home to each parent. This survey provides a place for parents to suggest topics they would like to learn more about, the grade level, and what time would be most convenient for this workshop to take place. P.S. 56 works to put all of the suggestions into action to best meet the parents' needs. PS 56 secures translators as needed.

## 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
Intermediate(I)						1								1
Advanced (A)			1		2									3
Total	0	0	1	0	2	1	0	0	0	0	0	0	0	4

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			1				1		2
5					1				1
6									0

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

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

NYS Social Studies									
	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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

All ESL students in grades 3-5 participate in content area assessments and eligible students in attendance for more than one year take the NYS ELA assessments.

Students enrolled for fewer than three years have services geared toward proficient levels on NYSESLAT. Students needing extension of services for more than three years continue to receive services based on NYSESLAT levels attained. If ELL students services are extended or little progress is being made, an AIS Program may be offered to assist them. There is continued collaborative planning between ESL teacher and classroom teacher and when necessary with our Pupil Progress Team (PPT) and parent to discuss additional services.

ESL students are assessed using various tools periodically throughout the year. Students in kindergarten through fifth grade are assessed using running records, Blended Assessments, ELL periodic assessments, etc. ELL periodic assessments are analyzed by the ESL

**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.

low risk environment for ESL students to explore, read, write and speak as they develop their English language skills

Students not making progress according to NYSESLAT scores and teacher evaluation, bilingual evaluations may be recommended by

## Additional Information

N/A

## 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		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		