



P.S. 56
THE NORWOOD HEIGHTS SCHOOL
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 10X056

ADDRESS: 341 EAST 207TH STREET BRONX, NEW YORK 10467

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 56 **SCHOOL NAME:** The Norwood Heights School

SCHOOL ADDRESS: 341 East 207th Street

SCHOOL TELEPHONE: 718-405-6330 **FAX:** 718-405-6341

SCHOOL CONTACT PERSON: Priscilla M. Sheeran **EMAIL ADDRESS:** psheera@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Priscilla M. Sheeran

PRINCIPAL: Priscilla M. Sheeran

UFT CHAPTER LEADER: Janine McCarthy

PARENTS' ASSOCIATION PRESIDENT: Wanda Vargas, Carmen Lugo

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** CFN 109

NETWORK LEADER: Maria Quail

SUPERINTENDENT: Sonia Menendez

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
Priscilla M. Sheeran	*Principal or Designee	
Janine McCarthy	*UFT Chapter Chairperson or Designee	
Wanda Vargas Carmen Lugo	*PA/PTA President or Designated Co-President	
Sara Alcalá	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Mary Ramirez	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	
Carmen Lugo	Member/PA Co-President	
Erica Henao	Member/PA	
Clara Rosado	Member/PA	
Carmen Garcia	Member/PC (non voting)	
Maureen O’Neill	Member/AP (non voting)	
Elizabeth McGill	Member/Teacher	
Daisy Melendez	Member/Math Coach	

(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.

P.S. 56, is an elementary school from kindergarten through grade 5. As of October 2010, there are 661 students attending P.S. 56. The school population comprises 15% Black, 52.5% Hispanic, 9% White, and 24% Asian/Other Pacific Islander students. Our student body includes 21.8% English Language Learners and 12.7% Special Education students. Boys account for 48.7% of the students enrolled and girls account for 51.3%. The culture of our school reflects both our vision and mission statements. We envision a learning community where accountability is a collective responsibility. Everyone within the school community, administrators, support staff, teachers, parents and students, is part of the process leading to the holistic success of our school community. We are all committed to accomplishing our mission *"to educate the whole child, develop his/her self-esteem, sense of community, values, mental health, citizenship, and instill a lifelong love of reading and writing"* through cooperative planning (both long and short term), family and community involvement, meaningful staff development, and respect for all members of the P.S. 56 community.

P.S. 56 provides a welcoming and happy environment where students enjoy coming to learn and parents appreciate being partners in their children's education. Excellent lines of communication keep parents well-informed of the school's programs and expectations for their children. Our principal is a very effective leader who, with a very dedicated staff, is committed to the success and well-being of each student. Our instructional leadership team is highly visible and connected to the entire student body – we are a school *where everybody knows your name!* The school community sees itself as a school family where mutual respect guides teaching practice and student learning.

Our school community collects, records and analyzes a wide range of data to monitor the performance and progress of individuals and groups of students. Teachers use a wide range of data to identify students' strengths and needs, which supports our goal to improve learning outcomes. Classroom practice consistently engages students in suitable learning activities. Our staff members continually participate in planning meetings, conversations and well-matched professional development to enhance and improve teaching practice. This in turn maximizes student academic growth and student achievement. Our students are actively involved in the learning process and set individual, interim and long-term goals in their academic studies. Guided reflections help students evaluate their learning and determine next steps in improving performance. Working collaboratively, our teachers use all data to help them meet their learning goals.

We are proud of the integrated curriculum that we have developed to connect our students' learning across the disciplines. Our reading, writing, and integrated units of study are aligned with New York State Standards in all content areas and are considered living documents that are revisited and revised throughout the year to meet the needs and strengths of each student. Our teachers are proficient in using the student performance indicators and grade level competencies in developing our curriculum calendars each year. Learning activities that develop higher order critical thinking skills are an intricate part of every unit of study. As we move forward into the 2010-2011 school year and unpack the newly adopted Common Core State Standards, we feel confident that our present academic curriculum and instruction ensures successful implementation of these standards.

At P.S. 56, our school culture is defined by collaboration and interdependence among all members of the school community. Our data has a face – we are committed, dedicated and passionate about educating the whole child. Despite limited physical space, the entire staff continues to provide a learning environment where the development of each child's self-esteem, social

responsibility, sense of community, values, mental and physical health, citizenship and the lifelong love of reading are educational priorities. It continues to be our goal that school is an exciting place to learn and work.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 056 Norwood Heights								
District:	10	DBN:	10X056	School BEDS Code:	321000010056				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded		
	2	√	6		10				
Enrollment					Attendance - % of days students attended :				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.7	93.3	TBD		
Kindergarten	80	78	74	Student Stability - % of Enrollment :					
Grade 1	104	91	85	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	84	108	98		88.0	89.8	TBD		
Grade 3	89	101	113	Poverty Rate - % of Enrollment :					
Grade 4	103	98	110	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	101	114	95		81.3	81.3	90.2		
Grade 6	0	0	0	Students in Temporary Housing - Total Number :					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		2	11	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number :					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		8	14	5		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Total	561	590	575						
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	33	33	25	Principal Suspensions	32	55	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	5	10	TBD		
Number all others	18	28	29	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment:					CTE Program Participants	0	0	0	
(BESIS Survey)					Early College HS Program Participants	0	0	0	
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	37	39	TBD		
# receiving ESL services only	114	123	113						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	10	7	11	Number of Administrators and Other Professionals	7	9	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	97.4	TBD
				% more than 2 years teaching in this school	73.0	69.2	TBD
				% more than 5 years teaching anywhere	45.9	41.0	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	86.0	90.0	TBD
American Indian or Alaska Native	0.2	0.2	0.5		97.9	100.0	TBD
Black or African American	15.9	14.4	13.4				
Hispanic or Latino	55.6	53.1	51.3				
Asian or Native Hawaiian/Other Pacific Isl.	18.9	22.4	24.3				
White	9.4	8.5	8.5				
Male	55.8	52.9	51.1				
Female	44.2	47.1	48.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1			√			
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	X	√	-				
Limited English Proficient	-	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	7	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	W		
Overall Score:	83.5			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	W		
School Environment: <i>(Comprises 15% of the Overall Score)</i>	13.7			Quality Statement 2: Plan and Set Goals	W		
School Performance: <i>(Comprises 25% of the Overall Score)</i>	14.6			Quality Statement 3: Align Instructional Strategy to Goals	W		
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	45.4			Quality Statement 4: Align Capacity Building to Goals	W		
Additional Credit:	9.8			Quality Statement 5: Monitor and Revise	W		
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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							

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?
-

We continue to operate at 200% utilization with 662 students in three sites. Our main building has grades 3 – 5. Our mini school houses grades 1 and 2. And our annex is the new home for our kindergarten students. In September, we acquired the annex, a leased space at 361 East Gun Hill Road. This leased space has afforded us the opportunity to keep all of our zoned students within walking distance of P.S. 56. This eliminates bussing our students to distant locations, however, this does not alleviate our overcrowding conditions

Despite our overcrowding and limited space, our students continue to make academic progress. A snapshot of our school's performance shows the following. We received a well-developed rating on our School Quality Review 2008-2009. All of our students in grades 3, 4 and 5 made adequate yearly progress in ELA, Math and Science for 2010 on our preliminary New York State Report Card. Most recently, we received an A on our New York City Progress Report 2009-2010. Since New York State Education Department changed the cut scores for performance levels 1, 2, 3 and 4 on state assessments, it is difficult to compare student achievement for 2010 to previous years. However, the percentage of student progress is still a common measure. In ELA, 13.1% of our students made progress when comparing the 2010 NYS ELA to the 2009 NYS ELA exam. 4.1% of our students in our lowest third made progress. In Math, while there was a minus 3% overall progress, when comparing 2010 to 2009, our students in the lowest third percentile increased performance progress 7.8%. This increase in progress averaged 90% when compared to our peers in ELA and averaged 64% when compared to our peers in Math. For kindergarten, grades 1 and 2 students, we used data (such as ECLAS and DRA) to assess student growth and achievement. It shows that 85% of these students have improved in reading comprehension.

In 2009, the NYS Education department cited us as a school in need of improvement (SINI Year 1) in ELA, as our students with disabilities did not make the annual measurable objective (AMO) in that content area for the 2007-2008 and 2008-2009 school years. However, in 2010, those students did make substantial gains on the NYS ELA exam to make Safe Harbor, and for 2010 we will not go to SINI Year 2. We remain in a holding pattern, as students must make substantial gains for two consecutive years before that designation can be removed for that subgroup. This achievement is evidence that we have met our CEP 2009-2010 goal #2, however, it remains a goal for our 2010-2011 CEP.

We recognize that all our students with disabilities and students at risk continue to need additional interventions. This year, all our students in grades 3, 4 and 5 self-contained special education classes are located in our main school building and have access to laptops with wireless internet capability to take advantage of Achieve3000, Ticket to Read, VMath and other interactive tutorial programs. Our action plan continues to address the needs of these students who did not achieve

adequate yearly progress in English Language Arts. This plan includes interventions that address areas of weakness that we identified through item analysis of ELA assessment data. The SRA Comprehension Program, the Wilson Program, Ticket to Read, the Achieve3000 Program (a web-based individualized instruction program in nonfiction reading and writing and also improves students' performance on high-stake tests) and the AWARD Reading Program for grades K through 3 reading levels (a program designed to close the performance gap for ELLs and RTI readers. This AWARD Reading Program provides individualized instruction using technology to improve rhyming abilities, vocabulary development, emergent reading skills and listening comprehension) continue to be implemented.

Committed to preparing all of our students to succeed in entry-level, credit-bearing academic college course and in workforce training programs, we continue to raise the benchmark of academic expectations. Our implementation of the Junior Great Books program, our requirement that P.S. 56 students read 50 books a year instead of the New York State standard of 25 books, and grade level independent reading assemblies to build student stamina and focus are initiatives to help our students reach this goal. In addition, we are confident that the adoption of the Common Core State Standards will support this goal.

These initiatives have impacted positively on student achievement and progress, and were determined by an analysis of recent performance trends, our greatest accomplishments, and the challenges faced by our learning community. Teachers are seeing the positive impact on student growth in their analysis of accumulated student data. Our school-wide proficiency in analyzing student data has enabled teachers to develop prescriptions more frequently and improve student outcomes at a faster pace. As a result of this ongoing school-wide needs assessment, we, as a learning community, have moved forward and beyond whole group differentiated instruction to the ability to develop individualized prescriptions for learning, so that all students achieve better than their last best!

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.

GOAL 1

By June 2011, 100% of our teachers (grades K through 5) will continue to use data-based analysis and data driven instruction in reading comprehension and fluency, so that 80% of students in grades K through 5 will demonstrate at least one full year progress evidenced through both formative and summative assessments (Developmental Reading Assessment and the New York State ELA Exam).

GOAL 2

Based on data on the 2010 NYS ELA assessment, 25% of students with disabilities will increase performance from a level 1 to a level 2 and from a level 2 to a level 3 as demonstrated on the NYS ELA 2011 assessment through school wide differentiated instruction that is aligned with a blend of the NYS Standards and the newly adopted Common Core Standards, using research-based programs.

GOAL 3

By June 2011, 100% of our teachers and administration will participate in professional development to become knowledgeable about the newly adopted Common Core State Standards and its alignment with our NYS Standards. This will be evidenced in the ongoing evolution of our units of study.

GOAL 4

Through June 2011, the administration, staff and parents will continue to effectively budget funds and allocate human resources to support student learning and to develop the whole child as noted in our Mission Statement and our Comprehensive Education Plan.

GOAL 5

Through June 2011, 96% of parents, students, and staff will demonstrate a school culture of collaboration and interdependence as evidenced in agendas and attendance at professional development sessions for parents and staff, student learning surveys, monthly teacher surveys, and student and parent participation in parent-teacher conferences and extracurricular school events and programs.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>GOAL 1</u> By June 2011, 100% of our teachers (grades K through 5) will continue to use data-based analysis and data driven instruction in reading comprehension and fluency, so that 80% of students in grades K through 5 will demonstrate at least one full year progress evidenced through both formative and summative assessments (Developmental Reading Assessment and the New York State ELA Exam).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Classroom teachers, AIS providers, coaches, assistant principal and the principal will continue to participate in professional development focused on data-based analysis, specifically the utilization of ARIS - the periodic assessments in ELA and mathematics Grades 3-5, NYS State ELA, Mathematics, Social Studies, and Science Exams. ECLAS 2 (K-3), Ticket to Read (K-5), and Achieve3000 (3-5). • Grade level Intervention Specialist teachers will continue to record, maintain and update data demonstrating student interventions and progress, and plan next steps with teachers, students and parents. • A data and technology specialist will continue to support the administration and teachers in updating, compiling and extracting student data school wide. • Data Inquiry Team will examine the data on students in grades K through 5 receiving fulltime and part-time special education services, as well as identified at-risk students, to determine effective supports and instruction to improve academic performance. • Notices including student data will continue to be sent to parents a minimum of

	<p>three times a year, in addition to communication during Parent-Teacher Conferences.</p> <ul style="list-style-type: none"> • Funds will continue to be allocated for the replenishment of material and renewal of site licenses for the continued use of research-based programs, such as Fletcher’s Place, Great Leaps, Voyager Ticket to Read and V-Math programs, Everyday Math, Award Reading program and Achieve3000. All of which are data-driven and user-friendly. • Funds will continue to be allocated for the purchase and maintenance of technology tools needed to utilize software and websites. • Schedules for teachers (grades K-5) will continue to be designed to allow for common planning (including grade level planning, vertical planning, ESL and special education) to provide teachers with the opportunity to look at student work in all content areas, and to monitor and assess student progress and proficiency to drive instruction. • Teacher developed grade wide exams aligned with NYS standards and curriculum will continue to be given mid and end year to assess consistency of grade level instruction and student learning in reading comprehension, Language Arts, Math, Social Studies, Science, Art and Technology in grades 2 through 5. This assessment data will also continue to drive future planning and instruction. • Students in grades 3, 4, and 5 will analyze their own work through class generated rubrics and monitor their own assessment data on Ticket to Read and Achieve3000.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<ul style="list-style-type: none"> • Fair Student Funding, Title II A and Title 1 funds, and Tax Levy DRA Stabilization funds support teaching staff, administrators and coaches in professional development activities and the implementation of our action plan. • Children First funds support the data inquiry team work.

Indicators of Interim Progress and/or Accomplishment

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

Measurable Objective

- 100% of teachers will continue to use data to better serve students in all core subjects as evidenced in goal setting meetings, classroom observations, monthly teacher surveys, student surveys, weekly grade level planning, and increased student achievement in both formative and summative assessments.
- Students in grades K through 5 will become more familiar with analyzing and using their own data in order to set their academic goals and monitor their progress, as evidenced by student rubrics, surveys, conferences, and outcomes.

Evidence

- Teachers will continue to demonstrate their analysis of data with the lens of “differentiation” as is evidenced in their weekly unit of study lesson planning, as well as Tier 1, 2 and 3 instructional interventions.
- Teachers will continue to demonstrate their ability to analyze and use data to improve student performance and learning during their goal setting meetings with administration.
- The Instructional Specialist Team will continue to work collaboratively with the classroom teachers and share the data collected and analyzed on the students they service with the administration on a weekly basis.
- Parents will continue to acknowledge receipt of the updates on their children’s progress or lack thereof. In addition, they will continue to acknowledge receipt of the materials and resources provided by Instructional Specialists and classroom teachers to support their children’s learning and academic progress at home.
- Student work will include self-evaluative assessments based on the class generated rubrics.
- Student Learning Surveys will include the opportunity for students to reflect on their understanding of the progress they are making on Ticket to Read and Achieve3000.

	<ul style="list-style-type: none"> • Students who performed in the lowest third on the 2010 NYS ELA exam will achieve at least one lexile level in reading proficiency using Achieve 3000. • All data reports will be compiled and easily accessed by the administration, teachers, and students and their parents.
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>Goal 2</u> Based on data on the 2010 NYS ELA assessment, 25% of students with disabilities will increase performance from a level 1 to a level 2 and from a level 2 to a level 3 as demonstrated on the NYS ELA 2011 assessment through school wide differentiated instruction that is aligned with a blend of the NYS Standards and the newly adopted Common Core Standards, using research-based programs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Action Plan</u></p> <ul style="list-style-type: none"> • Ongoing professional development for general education teachers, self-contained special education teachers, special education service providers, and Intervention Specialists that includes a focus on utilizing ARIS, Achieve3000, Voyager Learning/Ticket to Read programs will continue to emphasize the relationship between data analysis and differentiated instruction, facilitated by program representatives. • Funds will continue to be allocated for the purchase and maintenance of resources and instructional materials for teachers and students. • Inter-visitations will continue to be arranged for teachers to visit classrooms to see differentiated instruction in progress, particularly in our self-contained special education classes. • Students will continue to receive academic intervention services through the use of the following research-based reading programs: Voyager Learning Ticket to Read and VMath (Grades K-5), Great Leaps and SRA (Grades 2-5), Achieve 3000 (Grades 3-5), Award Reading Program (all students grades K through 3, and special needs students grades 4 and 5) and Fletcher’s Place (Kindergarten) 3 to 5 days per week. The researched-based programs (Achieve3000, Great Leaps and SRA) have built in ongoing assessment devices. • Formative assessments will inform instruction and student intervention services

	<p>will be adjusted accordingly.</p> <ul style="list-style-type: none"> • All students' progress, including those with special needs, will be recorded every 10th day of the intervention. All students will continue to be given the DRA assessment a minimum of 2 times a year. Data collected will be monitored by intervention specialists and reported to the administration at weekly IS meetings. • ECLAS2 and DRA assessments will be administered and analyzed throughout the year by teachers and academic intervention specialists. Literacy and Math coaches will meet with teachers and IS team to discuss data analyses and plan next steps in planning and instruction. • Student progress and next steps in planning and instruction will continue to be communicated school-wide. All service providers continue to be responsible for the ongoing communication of student progress and next steps in planning and instruction. This communication is both school-wide and to parents. Administration monitors all written and oral communication. • All classroom teachers and service providers for students with special needs will access ARIS as one source of information to gain data on student performance on standardized and periodic assessments to inform planning and next steps in instruction. This data will be shared and discussed with the administration throughout the school year.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Tax levy funds are used to purchase books, hardware and software to implement instructional programs. • Title 1 funds and Title IIA funds are used to support differentiated instruction school-wide for all students at risk.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p><u>Measurable Objectives</u></p> <ul style="list-style-type: none"> • Kindergarten students' phonemic awareness will continue to increase through the use of the research based program, Fletcher's Place as evidenced by student performance on ECLAS2. • Students' reading fluency and comprehension will improve in grades 3, 4 and 5 through their participation in the research-based Achieve3000 web-based interactive nonfiction reading program as evidenced in formative Achieve3000

assessments which are aligned to NYS and Common Core State Standards.

- Based on data on the 2010 NYS ELA assessment, 25% of students with disabilities will increase performance from a level 1 to a level 2 and from a level 2 to a level 3 as demonstrated on the interim assessments, Developmental Reading Assessments, Achieve3000 assessments, ITA, grade level midterms, and NYS ELA 2011 assessment.
- Students will continue to improve on end of unit assessments in Everyday Math, as a result of the incremental checks and balance system, RSA, through which teachers and students monitor student learning throughout each math unit of study.

Evidence:

- Student Profiles will continue to include all updated information regarding student needs and progress.
- Personal Intervention Plans will continue to document student progress through interventions and communication with administrators, classroom teachers, parents, and students, including students with special needs.
- Evidence through teacher record keeping on end of unit assessments in Everyday Math.
- Supervisors will continue to formally and informally observe teachers engaged in grade level planning and classroom instruction.
- Teachers will include the newly adopted Common Core State Standards and specific student performance indicators in all planning (reading, writing and integrated units of study, process statements for publicly displayed student work, criteria charts and rubrics) and their evaluation of student work.
- Teachers will continue to demonstrate they are looking at students with the lens of “differentiation” as is evidenced in their monthly planning and unit of study reflections.
- Improved student learning will continue to be evidenced in the analysis of

	<p>research-based assessment data.</p> <ul style="list-style-type: none"> • Teaching strategies observed will continue to be aligned with students' learning needs. • Teachers continue to demonstrate, through formal and informal observations, that their expectations of students' learning are both clear and rigorous. • Post observation debriefing, goal setting meetings, and informal conversations will continue to communicate the expectations for academic rigor. • The collection and analysis of all assessment data will continue to be shared with the students, parents, and all involved pedagogy (teachers and administration).
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>GOAL 3</u> By June 2011, 100% of our teachers and administration will have participated in professional development to become knowledgeable about the newly adopted Common Core State Standards and its alignment with our NYS Standards. This will be evidenced in the ongoing evolution of our units of study.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Action Plan:</u></p> <ul style="list-style-type: none"> • We will continue to systematically and periodically survey all staff to assess professional development needs and strengths throughout the year. • Information gleaned from teacher surveys will be a resource for identifying teacher expertise and willingness to facilitate workshops. Some workshop topics will be generated from this resource. • We will continue to give teachers the opportunity to discuss and request professional development with the literacy and math coaches during weekly grade level planning. • To provide professional development for teachers that specifically extends their depth of knowledge on the newly adopted Common Core Standards and its application to data analysis to all core subjects to gain greater insight into

student performance and progress to help guide instruction.

- We will continue to schedule both horizontal and vertical planning time for teachers, as well as for teachers of ELLs and students with disabilities.
- We will continue to schedule inter-visitations to support all teachers particularly our special education teachers.
- Supervisors and coaches will continue to build and develop leadership capacity of teachers by assessing teachers' instructional strengths and encouraging them to accept leadership roles in professional development.
- Funds will continue to be allocated for the purchase of resources and instructional materials for teachers to further their professional development. Allocation for per session will continue to be set aside for staff to participate in optional professional development and study groups before and after school.
- Lunch and Learns will continue to be offered and facilitated by teachers demonstrating strong competency in specific areas of instruction.
- We will continue to provide professional development for parents on curriculum and instruction, NYS Standards, the assessment cycle and teaching practice, along with the newly adopted Common Core State Standards. Workshops will be scheduled twice every month in literacy and mathematics. In addition, this year we will begin to provide parent workshops in all core subjects (social studies, science, art, physical education, technology, and music), along with workshops on our integrated units of study.
- To continue to include members of our IS team in facilitating parent workshops.
- Supervisors will continue to communicate with coaches about observed teacher needs and strengths at weekly cabinet meetings.
- Coaches will continue to provide professional development through mentoring, planning, and modeling. They will monitor resources that support teachers' understanding of the Common Core Standards as they relate to instruction and student learning.

	<ul style="list-style-type: none"> • The School Leadership Team will continue to proactively engage the school community around the school's learning goals as noted in the CEP. • Topics for parent workshops will be generated in part from the information gathered from parent surveys. Presentations will be developed to include student participation, student work, and student presentations.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Title I funds and Tax levy funds support professional development opportunities for our staff. • Professional development will continue to be scheduled throughout the year for in-house and off-site training to meet the needs of the entire school community.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p><u>Measurable Objectives:</u></p> <ul style="list-style-type: none"> • 100% of our learning outcomes noted on all units of study in reading and writing will reflect teachers' gain knowledge of the Common Core State Standards. <p><u>Evidence:</u></p> <ul style="list-style-type: none"> • Attendance records of classroom teachers, IS providers, coaches, assistant principal and the principal participating in professional development will continue to be kept throughout the year. • Minutes from cabinet meetings will reflect the discussion and assessment of the professional development needs and strengths indicated by teachers in the monthly surveys. • Coaches will continue to debrief with administration on a weekly basis concerning professional development completed and needed as determined by the monthly teacher surveys. • Professional development documentation will record presenters, evidencing the number of teachers facilitating workshops this year. • Attendance records for parent workshops will continue to be assessed and monitored.

	<ul style="list-style-type: none"> • Teacher end of year evaluation of professional development offered. • Feedback of teachers participating in inter-visitations. • Agendas of the professional development workshops offered to parents for the 2010-2011 academic year. • Agendas of the professional development sessions offered to teachers and staff for the 2010-2011 academic year. • School Leadership Team meeting minutes and the CEP.
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>GOAL 4</u> Through June 2011, the administration, staff and parents (School Leadership Team) will continue to effectively budget funds and allocate human resources to support student learning and to develop the whole child as noted in our Mission Statement and our Comprehensive Education Plan.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action Plan:</p> <ul style="list-style-type: none"> • Our instructional program will continue to be designed and funded to meet the needs of all students (including ELL and SE population), with increased allocation of funds to support the integration of technology in instruction and learning. • Students’ learning will continue to be enhanced by funded trips to museum, theatres and parks which support their integrated units of study. • Adult education evening classes in ESL and technology will continue to support parent learning and increase their participation in the academic development of their children. • Staff will continue to communicate regularly with parents regarding student attendance or lateness. • Continue to regularly review Galaxy to schedule and allocate funds appropriately.

	<ul style="list-style-type: none"> To continue to allocate funds to provide programs for students that address their academic, physical, social, and emotional development (Urban Voices, Violins, Recorders, Bilingual Culture Programs - Hispanic and Bengali, Intramural Sports programs, After School Help Program, Student Clubs, Family Bingo Nights, Family Movie Nights, and Saturday Academy Program, ELL Morning programs (grades 2 -5), the Primary Breakfast Book Club morning programs (grades 1 and 2) and grade 1 ELL students, the kindergarten Spring reading program, academic competitions, and trips that support our integrated curriculum and units of study.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> C4E funds, Tax levy funds, and Title 1 and Title 3 funds have been allocated to support a wide- range of intervention programs to supplement student learning through academic, physical, social, and emotional development programs. Tax levy funds, Title 1 funds and Title 3 funds have been used to purchase materials and resources for these programs and to fund per session for these programs.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p><u>Measurable Objectives:</u></p> <ul style="list-style-type: none"> 100% of pedagogical resources will be assigned to support student learning and development. 99.6% of allocated funding will be assigned to implement the goals of the CEP. <p><u>Evidence:</u></p> <ul style="list-style-type: none"> Students' daily work will continue to be the footprints of our teaching, showing that all our planning and instruction are aligned with Common Core Standards, NYS Learning and Performance Standards and grade level curriculum. Student portfolios will continue to demonstrate student performance, proficiency and growth in accordance with the newly adopted Common Core Standards and the NYS Learning and Performance Standards. School-wide concerts (instrumental and choral) School drama performances, School-wide Competitions: Spelling Bee, Math Challenge, Passage Reading, Poetry Reading, class author celebrations, as well as the Hispanic and Bengali Language and Culture Programs celebrations will continue to be scheduled throughout the school year.

	<ul style="list-style-type: none"> • Recordkeeping and communication with home will continue to ensure that the school will achieve above 92% attendance. • Attendance records and end of year culminating event for the Adult ESL and Technology program. • All funds and allocations are up-to-date and scheduled. • All attendance records and program objectives will continue to be documented and kept for all school programs that support the academic, physical, social, and emotional development of our students.
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><u>GOAL 5</u> Through June 2011, 96% of parents, students, and staff will demonstrate a school culture of collaboration and interdependence as evidenced in agendas and attendance at professional development sessions for parents and staff, student learning surveys, monthly teacher surveys, and student and parent participation in extracurricular school events and program.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Action Plan:</u></p> <ul style="list-style-type: none"> • Continue to articulate and implement a clear instructional vision through ongoing communication with all school constituencies. • To continue to assess the implementation of school goals on a regular basis. • The culture of accountability continues to be a school-wide expectation. Administration, staff parents and students will continue to be held accountable for their responsibilities. • Schedules for teachers will continue to provide ongoing opportunities to collaboratively plan and discuss teaching practice that meets the individual needs and strengths of all their students. • Coaches' schedules will continue to include opportunities for planning professional development for our staff and our parents to support teaching practices.

- Classroom teachers, AIS providers, coaches, assistant principal and the principal will continue to participate in ongoing professional development to deepen and strengthen teaching practices, while reinforcing the belief that we are a community of learners.
- Programs will continue to be offered to our parents to increase their understanding of their children's academic development.
- We will continue to offer an After School Help Program to assist students with homework and provide physical and interactive academic activities, including Ticket to Read and other interactive technology programs, to support their development.
- Weekly cabinet meetings will continue to provide the opportunity for ongoing communication between teachers and the administration.
- The IS team will meet once a week with administration to monitor student progress and to provide the opportunity for interdependence in program design.
- School-wide educational trips will continue to be planned and scheduled to enhance and connect students' learning, while providing the opportunity for social growth.
- Competitions in all major content areas will be scheduled throughout the school year to enable students to challenge themselves intellectually and to foster self-confidence.
- Extracurricular activities will continue to support and strengthen the family-school connection. Activities such as Family Movie Night and Family Bingo Night will continue to provide an opportunity for families to gather together socially.
- Clubs and sports programs will continue to provide opportunities for us support the development the whole child.
- We will continue to provide weekly and monthly updates to the entire school community to keep communication open, public and accessible.
- Adult education classes will continue to give parents the opportunity to enhance

	<p>their own learning and in turn support their children’s academic development.</p> <ul style="list-style-type: none"> • Teachers participating in any extended day programs will continue to meet regularly to discuss student progress. Teachers will continue to monitor student growth and set goals for the children participating in the program. • Academic and social growth and successes will continue to be celebrated school wide. • Funds will continue to be allocated to support all efforts to build collaboration and interdependence in teaching and learning among the entire school_ community.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Title 1 funds and Tax levy funds are used for class trips that supplement student learning and our integrated units of study. • Tax levy funds support student council activities, sports programs, after school clubs. • Title 1 funds, Tax levy funds and C4E support the After School Help Program. • Title 1 funds, Tax levy fund and C4E are allocated for pedagogical per session for all the above activities._
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p><u>Measurable Objectives:</u> All members of the school community will continue to work towards a common vision as demonstrated by the participation and cooperation of staff and parents in the implementation of the school mission and goals as articulated in the CEP.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Teachers will continue to complete a monthly survey evaluating teaching practice (strengths and needs) and updating administration on grade level planning. • Student accountability will continue to be monitored by teachers and administration through ongoing record keeping, portfolio assessment, student interviews and student learning surveys. • Minutes, agendas and attendance at cabinet and IS meetings will continue to be evidence that opportunities for collaboration in planning and learning are ongoing.

- Agendas and attendance at professional development sessions for teachers and parents will continue to be evidence that collaboration and interdependence in supporting our children's academic and social growth are ongoing.
- Student participation and attendance in clubs, sport activities and trips will continue to be evidence of the opportunities for our students to grow physically and socially.
- Attendance records and end of year culminating event for the Adult ESL and Technology program.
- Attendance records of students attending the After School Help Program.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	123	123	N/A	N/A	2	1		
1	63	63	N/A	N/A	7		1	
2	73	73	N/A	N/A	11	2	1	
3	85	85	N/A	N/A	23	1		4
4	74	74	74	74	17	1		4
5	55	65		55	55			4
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)	Description: Provide a brief description of each 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.).
ELA: Fletcher’s Place	To improve decoding, comprehension and fluency in kindergarten – whole class during the school day.
Achieve3000 (Grades 3-5)	Research based and web-based individualized instruction program in nonfiction reading and writing and also improves students’ performance on high-stake tests.
Great Leaps (Grade 2-5)	Researched based supplemental reading program to increase phonemic awareness, vocabulary, comprehension and fluency in readers – 1:1 during the school day.
Kaplan	Small group
Ticket to Read (Grades K-5)	A web-based interactive individualized reading program designed to strengthen fundamental reading skills, reading fluency and reading comprehension.
AWARD Reading Program (Grades K - 3)	An interactive technology and print program that is designed to accelerate literacy achievement for all students in grades K-3.
Reading A-Z	Comprehensive reading program – resource program that provides instruction and resources for guided reading, small group instruction and differentiated instructions.
Saturday Academy	Grades 2-5 – for students achieving at or below Level 2 – small group
Focus and Options	Resources for teachers that work on: main idea, cause and effect, sequencing, inference etc.
Primary Breakfast Book Club: Grades 1 and 2	2:1 – To promote a love of reading and increase sight word recognition, improve fluency, and strengthen comprehension.
ELL Primary Breakfast Book Club Grade 1	8:1 - To promote a love of reading and increase sight word recognition, improve fluency, and strengthen comprehension, while improving English language acquisition.

ELL Morning Program (Grades 2 through 5)	Small Group Instruction - improve fluency and strengthen comprehension, improve writing skills, and increase English language acquisition.
Mathematics: Math Magician	Multiplication Web Site – Computer Assisted Instruction
Saturday Academy	Grades 2-5 – for students achieving at or below Level 2 – Small Group Instruction
Kaplan	Small Group Instruction
Voyager Learning VMath	Whole Class Instruction
Voyager Math – Grades 3, 4, and 5	Small Group Instruction
Buckle Down – Grades 3, 4, and 5	Whole Class Instruction
Science: Reading A-Z	Comprehensive nonfiction reading program that provides instruction and resources for guided reading, small group instruction and differentiated instructions – nonfiction books in content area.
Social Studies: DBQ's – Grade 5	Whole Class Instruction
Magic Treehouse	Whole Class Instruction
American Revolution	Whole Class Instruction
Reading A-Z	Comprehensive reading program – resource program that provides instruction and resources for guided reading, small group instruction and differentiated instructions – non fiction books.
Saturday Academy	Grade 5 – small group instruction
At-risk Services Provided by the Guidance Counselor:	Plays games with problem solving outcomes. Meeting to set goals for parents, student and teacher collaboration. Recess interventions supplemented by REP from Asphalt Green.

At-risk Services Provided by the School Psychologist:	Meetings with teacher, student and parent to examine student needs and establish a plan.
At-risk Services Provided by the Social Worker:	Observing students in learning environment. Meeting with students and parents.
At-risk Health-related Services: Open Airways Asthma Program	6 week program is provided by DOH nurse twice a year to six students with asthma at a time.

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.

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

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

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

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: 146 LEP _____ Non-LEP _____

Number of Teachers : 4 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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.

Section III. Title III Budget

School: 56 BEDS Code: 321000010056

Allocation Amount: 18,500		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session for 20 Saturday Academies - 4 teachers X 4 hours per Saturday.	\$15964.80	320 hours of per session for ESL and General Ed teacher to support ELL Students: 320 hours x \$49.89 (current teacher per session rate with fringe) = \$15,964.80
Purchased services		
Supplies and materials - books and materials for Saturday Academy.	\$2535.20	Books, flashcards
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$18,500.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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.

Home Language Surveys are the first source of information about each parent's predominant language. That information is entered into ATS. In addition, our Emergency Cards (Blue Cards) completed at time of student registration indicate parents' preferred languages which are entered into ATS. We access ATS periodically to attain print-outs of languages spoken at home. This supports our efforts to accommodate our parents in their preferred home language. The predominant language in our school is Spanish, followed by Bengali. In order to accommodate translations in Spanish and Bengali, a staff member will translate letters for parents as well as acting as translator during meetings with principal or teachers. Spanish and Bengali speaking staff are always on hand as interpreters during Parent Teacher Conferences, Parent Association meetings and workshops. Written communications are translated by teachers proficient in each language. We also utilize the DOE language translation resources.

Written translations into Bengali and Spanish have been provided by teachers of our adult education program and our elementary school program.

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.

As notifications are sent to parents regarding student performances, AIS offerings and expectations for parent participation, other parents have supported non-English speaking parents. Using translated versions of letters provided by Central, those parents are notified about Summer School etc.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Translators will be solicited for parent-teacher conferences from staff first, parents second, and if not available a translating service. Staff members of our Adult Education and Bilingual Culture Club will provide written translation as necessary.

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.

Oral translation services are provided by staff first, parent volunteers and outside services only when necessary.

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>.

P.S. 56 will utilize the translation services offered through the Central Office when time provides. On other occasions, staff and parents will be utilized in order to fulfill Section VII of Chancellor's Regulations A-663.

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:	492,058	247,379	739,437
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,920	2,474	7394
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	24,603	*	
4. Enter the anticipated 10% set-aside for Professional Development:	49,206	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

I. General Expectations

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

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

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

1. P.S 56 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)

The PA Executive Board meets with the Principal once a month. The needs of parents are assessed by way of an in-house survey each year, as well as the analysis of input from the New York City Parent Survey. Parent letters are sent regularly to update parents on student achievement and to offer supports.

2. P.S. 56 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

PA Executive Board is a part of the School Leadership Team. Parents are notified by letter of school academic standing according to New York Stat Education Department and New York City Department of Education. In addition, parent meetings were scheduled with the principal to better understand the school progress report. P.S. 56 received an A on the New York City Progress Report Card and all students made appropriate gains on the New York State Report Card in ELA, math and Science exams for 2010. Therefore, we are holding at SINI 1 for 2010-2011.

3. P.S. 56 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

The Parent Association works with the administration and the Parent Coordinator to offer support and assistance in planning and implementing effective parental involvement activities. Parent Coordinator maintains a regular dialogue with parents whose students are struggling. Guidance Counselor, School Psychologist, teachers, Parent Coordinator and administrators work with parents and students to plan for student improvement through IST and Parent-Teacher Conferences. In addition, the following activities take place: 2 monthly parent workshops in literacy and mathematics facilitated by our literacy and math coaches, daily phone calls regarding homework and class work assignments, daily phone calls regarding tardiness, absences, and behavior concerns, parent workshops that address students' emotional and social growth provided by our Parent Coordinator and Parent Association. Once yearly, additional parent workshops in Science, Social Studies, Technology, Music, Art and trips that supplement learning will take place.

4. P.S. 56 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:

Great Leaps, Math Steps, Adult ESL Programs, Home School Connection Activities calendar, Parent Workshops, After-school Parent Student Library Access, Literacy and Mathematics parent workshops, the Voyager Learning Ticket to Read Reading Intervention Program and VMath, AWARD Reading Program, and Achieve3000, an interactive web-based individualized program for nonfiction reading and writing.

5. P.S. 56 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

The Parent Coordinator will conduct a parent survey each year. The results of the New York City Parents Survey are also used to formulate the needs assessment in our CEP. The results are used to revise and plan parent involvement activities for the coming year. The results will be communicated to parents during their monthly parent meetings. In addition, we will review the Learning Environment Survey results to determine any needs and concerns which were not already identified.

6. P.S. 56 will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)

The Literacy and Mathematics workshops offered every month are inclusive of the academic content standards in each subject area presented. Grade level performance indicators are discussed and distributed. Twice a year, parents are advised of their children's academic achievement and how it compares to the New York State grade level standard and expectations. Parents are provided with materials and resources to support their children in meeting grade level standards.

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)

Workshops in the ELA and Math curriculum, as well as Science and Social Studies, are offered to parents. Parent participants in the ESL Adult Education Program work on laptops to improve their knowledge of the English language so that they can help their children at home. The school library and media center has a designated parent section. Access to the library and media center is available to parents once per week. Parents are kept informed of school trips, school and Region-wide activities via a monthly calendar. At parent-teacher conferences, parents are provided with packets of academic resources to support their children's learning in reading and math.

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)

New York City Learning Surveys, our school created parent surveys, School Leadership Team meetings, parent workshops are resources for professional development workshops to educate our staff to be cognizant of parents' needs, expectations, and talents to strengthen the home-school connection and maximize student achievement.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)

Since P.S. 56 is a K-5 school, we welcome visits and tours by preschool programs in the community of our kindergarten classrooms. During pre-registration, all parents of prospective kindergarteners are provided with learning packets to support their children's transition into kindergarten. Since the Beacon program no longer exists, P.S. 56 provides an After School Help Program (ASHP) Monday through Friday until 5:45 p.m. to address the students' needs stated by parents in their ASHP application. Based on funding and human resources available, this program is limited to serve 50 students who are enrolled on a first come, first served basis.

- e. The school will take the following actions to ensure that information related to the school and parent (programs, meetings, and other activities) is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

Parents have been advised on the September 2010 calendar that a red communication folder has been given to each student. Parent notices are placed in the red communication folder and are sent with students at the end of the school day. Receipts of notices are returned and recorded. Follow-up phone schools by school staff ensure parent awareness of notices. Translations of information in other languages are made by school staff and teachers in our Adults Education program and Bilingual Culture Clubs. Parents are contacted by telephone as the need arises. Measures have been taken to ensure translations in a timely fashion when possible.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- o training parents to enhance the involvement of other parents;

- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

As stated above, P.S. 56 takes all necessary measures to ensure that the relationship and communication between the home and the school maximizes the academic growth of every student. Meeting the emotional, social, physical, and academic needs of all our students is a paramount goal, and we recognize that heightened parent involvement is necessary to achieve this. We believe that mutual respect is a means to this end, so consequently all our activities that promote parent involvement honor and address the needs and concerns of our parents. We have deliberately developed programs and workshops that build our parents’ capacity for involvement in the school, ever mindful that parents are the first and most important educators of their children. When necessary, we provide transportation or cover transportation expenses for our parents to participate in school-related meetings (i.e. EPC meetings, Annuals). We also provide child care services for our parents attending our Adult ESL and Technology Program on Monday and Wednesday evenings. We arrange school meetings at a variety of times to accommodate our parents’ schedules. Teachers are open to meeting with parents at a variety of times whenever possible. We arrange phone conferences for parents who are housebound. We provide on-site translation by staff in Spanish and Bengali and on-site phone interpretation in other languages spoken by parents. We provide parents with information on community-based organizations that offer counseling services and parent outreach programs. We also arrange for parents to meet with our school psychologist to discuss concerns they have with their child’s academic and/or social growth.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by parents’ signatures. This policy was adopted by P.S. 56 June 2010 and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 13th, 2010.

P.S. 56, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-2011.

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.

School Responsibilities

P.S. 56 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - 100% of the school staff is certified.
 - Teachers plan and implement a rigorous curriculum based on New York State Standards.
 - Academic Intervention services are provided for student who need help to reach grade level goals.
 - Enrichment activities are schedule to develop the whole child and to capitalize on their varied interests and talents.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Afternoon and evening Parent Conferences are held in November and March.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Parents are given three Report Cards per year: November, March and June.
 - In September, parents are given written notification of their students' academic standing with a list of the Academic Intervention Services that are available to support student who need support.
 - In January, parents are sent Promotion In Doubt notification and Promotion In Doubt meetings are held to inform them whether their child is in danger of not meeting grade level standards by the end of the year. Again, parents are informed of the Academic Interventions that are provided for their child before, during and after the school day.
 - Teachers communicate with parents regularly throughout the school year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Teachers are available to meet with parents within the school building at a mutually scheduled time to discuss student progress towards grade level standards and the Academic Intervention Services available to them.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents are invited to Author Celebrations.
 - Parents are invited to Holiday and Spring Concerts and drama productions.
 - Parents are invited to all final rounds of grade level academic competitions.
 - Parents are invited to participate in class trips and to support classroom activities.
 - Parents are invited to the annual "get acquainted" meetings grades kindergarten - grade 5.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - The Parent Association Executive Board meets with the Principal once a month to plan, review and improve the school's parental involvement policy.
 - Parents Association meetings are held monthly at which time parental involvement policy is discussed and input is encouraged.
 - Parents also serve on the School Leadership Team.
7. Involve parents in the joint development of any School-Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 - School Leadership Team meetings are an opportunity to involve parents in the development of school-wide programs.
 - School developed surveys and the NYC DOE Learning survey are additional resources in program development.
 - Feedback from parent teacher conferences, Parent Association meetings and parent literacy and mathematics workshops contribute to the development of school wide programs.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 - Meetings are held at various times to inform parents of the school's participation in Title I programs beginning at our annual get Acquainted meetings in September.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 - We provide both written and oral information to parents of participating students that accommodate all parents' needs.
 - Written translations and translators are available as needed.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- The Literacy and Mathematics workshops offered every month, as well as once annually in Science, Social Studies, Technology, Art and Music, are inclusive of the academic content standards in each subject area presented.
 - Grade level performance indicators are discussed and distributed.
 - Twice a year, parents are advised of their children's academic achievement and how it compares to the New York State grade level standard and expectations.
 - Parents are provided with materials and resources to support their children in meeting grade level standards.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Parents are given the opportunity to give feedback on their children's education through school developed surveys, the NYC DOE Learning Surveys.
 - Parents are informed of their children's academic programs through annual Get Acquainted meetings.
 - Parents are invited to share their ideas at School Leadership Team meetings.
 - Parents have the opportunity to share and discuss their ideas of their children's education at the Literacy and Mathematics Parents Workshops on a monthly basis, on in-house parent surveys and the annual New York City Parent Survey.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- The copy of the New York State individual student reports on the New York State ELA and Math assessments for the 2009-2010 school year were sent home in October 2010. Parents will also be able to access this data in the ARIS Parent Link beginning in November 2010.
 - In addition, parents receive a status report of their children's progress towards achieving New York State grade level standards.
 - Student achievement on NYS Math and ELA assessments from the previous years are indicated on each student's report card.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
- Parents will be notified through written communication as the situation arises.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure students are on time for school.
- Making sure students are wearing uniforms.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.

- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Collect, record and analyze data school-wide, by grade, by class, by needs category and by AIS group participation four times during the school year. After each cycle reassess needs and regroup as needed. Students with disabilities are monitored closely, specifically in ELA, because this subgroup did not meet AYP in 2008-2009 school year. This group did make substantial gain in ELA in 2009-2010 as noted on the New York State Report Card and will need to do this the next consecutive year to be removed from the SINI 1 status in this academic area. Professional Development, common planning and goal setting meetings take place regularly to ensure effective delivery and learning are taking place.

2. School-wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - Students are provided a safe and risk-free environment in which to learn and be successful.
 - Students are offered supplemental supports in order to improve academic achievement before school, during the school day, after school, and on Saturdays.
 - Students are provided with out-of-classroom learning experiences through trips to museums, science halls, historical landmarks, and cultural destinations to supplement the curriculum.
 - Students are provided with an integrated curriculum that connects all learning and promotes higher order critical thinking skills.
 - Students are provided with physical education instruction and opportunities that meet the New York State Standards in Physical Education.
 - Students are provided with visual arts, dance, music and drama instruction and opportunities that meet New York State Standards in the Arts.

- 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.
- Fletcher's Place in kindergarten and grade 1 to increase phonemic awareness, decoding and fluency.
 - Great leaps in grades 2-5 to increase phonemic awareness, vocabulary, and fluency.
 - SRA to build comprehension in grades 3-5
 - Award Reading Program (all students in grades K-3, and students with special needs in grades 4 and 5.
 - Junior Great Books Shared Inquiry based program to increase students' higher order critical thinking skills in grades 1-5.
 - Achieve3000 to increase students' knowledge-based comprehension and vocabulary in the content areas.

3. Instruction by highly qualified staff.

As per school report card, 100% of our teachers are fully licensed and assigned to this school. New teachers are supported by certified mentors and members of our 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.
- All planned professional development presently reflects NYS Standards. The newly adopted Common Core State Standards will be included at the appropriate time and aligned with our New York State learning and performance standards and our integrated curriculum and units of study in reading and writing.
 - There's a focus on academic performance.
 - There is evidence of a strong match between identified academic needs and the professional development.
 - There is focused professional development that is intense and sustained.
 - Professional Development that provides opportunities for reflection, practice, formal feedback, re-teaching and turn-key teaching.

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

- Observe summer interns maintaining an open conversation regarding future placement.
 - Walk-in interviews.
 - Referrals from past and present staff members and colleagues.
 - Resumes received through faxes, emails, and the US Postal Service.
6. Strategies to increase parental involvement through means such as family literacy services.
- Adult ESL and Computer Classes held 2 nights per week from October to April to instruct parents in the English language and computer literacy. Childcare is provided.
 - Workshops given by literacy and math coaches, librarian, and out-of-classroom teachers and classroom teachers to strengthen the home-school connection and provide parents with the tools and resources they need to support their children's academic development.
 - Instructional packets are given to parents of students at risk during parent-teacher conferences to support their children's learning at home.
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.
- Teachers from Monsignor Boyle Universal pre-Kindergarten visit P.S. 56 annually to tour our kindergarten classroom and meet the teachers.
 - Parents are invited to all authors' celebrations, school-wide competitions, school fairs, drama productions and class trips.
 - All parents of pre-registered students who are expected to enter kindergarten in September 2010 will receive a summer learning packet to help their child to prepare for the transition into kindergarten.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- Teachers on each grade level meet and plan end of unit assessments in all core subjects.
 - All student data and progress is reviewed regularly by classroom teachers, AIS teachers, coaches and administrative staff to determine the needs of students not meeting standards to make a personal intervention plan.
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.
- By June 2010, all student data has been analyzed to determine next steps for students not mastering proficiency and those not reaching advanced levels of academic achievement. In addition to receiving report cards, parents also received letters delineating students' progress, needs and next steps recommended.

- In September, parents are notified of intervention services that their child will be participating in during the school year, such as Great Leaps, SRA, Reading A-Z, Fletcher’s Place, and KAPLAN Mathematics.
- In addition, students are invited to attend extended day programs, Saturday academies other than the mandated contractual extended day program.
- A meeting was conducted in September to discuss and distribute information available for Supplemental Education Services for students as a result of SINI status for 2010-2011.

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.

- In-house surveys are conducted two times a year to assess parent needs and concerns.
- Based on these findings, our parent coordinator has arranged the following workshops and programs for parents: Cornell Culinary Institute for Healthy Cooking, CPR classes, Gang awareness classes, Internet Safety Measures, Domestic Violence workshops, Career and Health Fairs.
- Our school psychologist and our instructional support team meet with parents of at-risk students in need of guidance and support.
- Continued strong relationships with CBO such as Asphalt Green, Bronx Arts Ensemble and urban Voices to build self-esteem, social skills and strong character.

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

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	✓			492,058	✓	pp. 15, 16
Title I, Part A (ARRA)	Federal	✓			247,378	✓	pp. 15, 16
Title II, Part A	Federal	✓			478,654	✓	pp. 15, 16, 18, 19, 20
Title III, Part A	Federal	✓			20,600	✓	pp. 15, 16, 24
Title IV	Federal			✓			

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.

IDEA	Federal		✓				
Tax Levy	Local	✓			2,921,719	✓	pp. 15, 16, 17, 18, 19, 20, 21, 24

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

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

NCLB/SED Status: SINI Year 1 ELA 2010-2011 **SURR³ 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.

P.S. 56 was identified SINI 1 in 2009-2010 due to students with disabilities in grades 3, 4 and 5 not meeting Yearly Annual Progress in ELA for 2007-2008 and 2008-2009. A careful review of all students’ IEP goals compared to grade level standards and student performance was conducted. All data was analyzed to create an action plan to improve student performance in ELA. P.S. 56’s students with disabilities made substantial gains in New York State ELA 2010 assessment and P.S. 56 is holding at SINI Year 1 as noted on our preliminary New York State Report Card.

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.

The planned academic intervention includes the continued use of two major web-based interactive reading programs: Voyager’s Ticket to Read and Achieve3000. In addition, students with disabilities will participate in the Award Reading Program. All special education service providers received professional development training in implementing this program.

The students in Special Education grades 3, 4 and 5 are supported by their classroom teacher, paraprofessional and an AIS teacher using Achieve3000, a web-based individualized reading and writing nonfiction program 3 times a week to improve their reading comprehension and writing skills.

School Under Registration Review (SURR)

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.

10% Title 1 funds for Professional Development for teachers to be trained in using technology to deliver instruction in literacy and disseminate the results to support differentiated instruction, specifically in the use of Voyager's Ticket to Read and Achieve3000.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Literacy professional development will continue to be delivered in workshops for parents, teachers, and modeled lessons in classrooms, lunch and learns, and planning sessions.

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.

A letter was sent to all parents to advise them about the school's identification for school improvement in ELA in three languages in September 2010. The principal held a meeting for parents and explained what this designation meant. SES providers were present to give information about their available services. SES packets were also distributed to parents with an explanation of the steps to obtain services.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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>

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.)

At this time, 2 students are noted in ATS as being in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
 - All the parents are contacted by our parent coordinator to offer assistance.
 - Students' address is checked and issued metro card as needed.
 - Teachers monitor students' work and behavior, and recommend additional services (academic and/or counseling) as needed.
 - Students' attendance is closely monitored.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 056 Norwood Heights						
District:	10	DBN:	10X05	School		321000010056	
DEMOGRAPHICS							
Grades Served:	Pre-K		3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		92.7	93.3	94.0
Kindergarten	78	74	121	Student Stability - % of Enrollment:			
Grade 1	91	85	94	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	108	98	114		88.0	89.8	92.3
Grade 3	101	113	103	Poverty Rate - % of Enrollment:			
Grade 4	98	110	104	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	114	95	124		81.3	90.2	90.2
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		2	11	5
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		8	14	5
Grade 12	0	0	0	Special Education			
Ungraded	0	0	1	<i>(As of October 31)</i>	2007-	2008-	2009-
Total	590	575	661		8	14	5
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	33	25	27	Principal Suspensions	32	55	15
# in Collaborative Team Teaching (CTT)	0	0	6	Superintendent Suspensions	5	10	10
Number all others	28	29	45	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		37	39	41
# receiving ESL services only	123	113	TBD	Number of Teachers			
# ELLs with IEPs	7	11	TBD	Number of Administrators and Other Professionals	7	9	4
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	3	1	4

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	97.4	97.8
				% more than 2 years teaching in this school	73.0	69.2	85.4
				% more than 5 years teaching anywhere	45.9	41.0	46.3
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		86.0	90.0	87.8
American Indian or Alaska Native	0.2	0.5	0.2	% core classes taught by "highly qualified" teachers	97.9	100.0	98.3
Black or African American	14.4	13.4	14.2				
Hispanic or Latino	53.1	51.3	53.3				
Asian or Native Hawaiian/Other Pacific	22.4	24.3	23.4				
White	8.5	8.5	8.6				
Male	52.9	51.1	48.7				
Female	47.1	48.9	51.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	v	v	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	X	v	-				
Limited English Proficient	-	v	-				
Economically Disadvantaged	v	v					
Student groups	5	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	66.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	45.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

**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 CFN109	District 10	School Number 056	School Name Norwood Heights
Principal Priscilla M. Sheeran		Assistant Principal Maureen O'Neill	
Coach Mary Finn (Literacy)		Coach Daisy Melendez (Math)	
Teacher/Subject Area Mary Beth Burns (ESL)		Guidance Counselor	
Teacher/Subject Area Tara Cushing/Art		Parent Wanda Vargas/PA Co-President	
Teacher/Subject Area E. McGill/Conflict Resolution		Parent Coordinator Carmen Garcia	
Related Service Provider Anna Moriarty/Speech		Other Sonia Menendez/SAF	
Network Leader Maria Quail		Other type here	

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

C. School Demographics

Total Number of Students in School	663	Total Number of ELLs	146	ELLs as Share of Total Student Population (%)	22.02%
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Part II: ELL Identification Process

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

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

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. 5 Steps to Identify an ELL:

Step 1: Administer the HLIS

Step 2: Conduct informal oral interview in parent's native language and English.

Step 3: Administer LAB-R within 10 days of student enrollment.

Step 4: All students who indicate on HLIS that Spanish is native language and did not pass LAB-R must take Spanish LAB-R.

Step 5: Parents are informed of program selections in English and native language before student is placed appropriately.

Names of pedagogues administering administering HLIS:

Mary Beth Burns

Translators: Ms. Garcia, Ms. Lopez, Ms. Ahmed

Names of pedagogues administering LAB-R:

Mary Beth Burns

Translators: Ms. Garcia, Ms. Lopez, Ms. Ahmed

2. Structures that are in place to ensure that parents understand the programs available for English Language Learners:

- * An orientation is scheduled at beginning of school year for ELL parents to understand ELL program choices.
- * Translators are on hand to assist.
- * Materials are provided in home language and English including a video, brochure, program selection form.
- * We only have freestanding ESL at our school. If parent chooses another program, we will help find a school that offers their choice.

3. Entitlement letters are sent home to every ELL that took the NYSESLAT the previous Spring, but did not reach the proficiency level. Students are required to continue receiving services, and parents must sign and return letter. If parents do not return letter, phone calls are made to the home. All letters are kept in the ESL binder in the ESL room.

4. Once parent is educated in their home language on the program models, they must select one. If they choose to place child in an ESL program, they begin to receive services. It is mandated that a beginner and intermediate receive 360 minutes a week, while an advanced receives 180 minutes per week. These levels are based on NYSESLAT and LAB-R scores. The ESL teacher works with the classroom teacher to schedule these times accordingly.

5. The trend over the past few years is that parents choose the free standing ESL program that is available at P.S. 56. Parents choose the freestanding ESL program 100% of the time.

6. Yes, the program model offered at our school is aligned with parent requests.

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	27	19	10	21	0	0								77
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	27	19	10	21	0	0	0	0	0	0	0	0	0	77

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	146	Newcomers (ELLs receiving service 0-3 years)	123	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	23	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		
TBE											0
Dual Language											0
ESL	123	0	0	23	0	7	0	0	0		146
Total	123	0	0	23	0	7	0	0	0		146

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
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	0	1	11	2	16	13	0	0	0	0	0	0	0	43
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0													0
Bengali	0	1	8	2	8	2	0	0	0	0	0	0	0	21
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0					1								1
Haitian	0													0
French	0													0
Korean	0													0
Punjabi	0													0
Polish	0													0
Albanian	0	0	2	0	1	1	0	0	0	0	0	0	0	4
Other	0													0
TOTAL	0	2	21	4	25	17	0	69						

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.

Paste response to questions 1-4 here

1. Delivery of Instruction:

a. There are four self-contained ESL classrooms with a certified ESL teacher in each grades K through 3. For the ESL students in grades 1 through 5 that are not in self-contained ESL classrooms, they participate in the ESL pull-out program. The pull-out ESL teacher scaffolds instruction according to students' assessed needs and in concert with classroom instruction using TPR, technology and other ESL techniques. Our organizational models include self-contained, push-in and pull-out models.

b. The classes are heterogeneously mixed by grade level.

2. To ensure that ESL students are provided the mandated number of instructional minutes according to their proficiency level, there is a specific ESL instructional schedule.

* ELL students at Beginner and Intermediate levels receive 360 minutes of ESL instruction and 390 minutes of ELA instruction per week.

* ELL students at Advanced level receive 180 minutes of ESL instruction and 570 minutes of ELA instruction per week.

3. All ESL programs both the self-contained and pull out program at P.S. 56 are guided by the N.Y.S. and N.Y.C. learning standards and

the Chancellor’s Balanced Literacy and Balanced Math program. Some of the components of the school wide balanced literacy program are Read Aloud, Shared Reading, Independent Reading, Writing Workshop, grade level content area instruction and materials. Content area is integrated into the reading and writing workshop which enables ESL students to make connections to their prior experiences and language is learned in a meaningful context. We use the SIOF model – (Sheltered Instruction Observation Protocol). Lesson plans include both content objectives as well as language objectives.

Our ESL teacher is actively involved in the development of our reading, writing, and integrated units of study. The pull-out ESL teacher (grades 1-5) works closely with the classroom teachers (both monolingual and self-contained ESL kindergarten and grades 1 and 2 teachers) determining learning goals based on the New York State Standards and grade level student performance indicators and competencies in ELA, Mathematics and all core subject areas, along with NYS ELL Standards and grade level student performance indicators and competencies. These teachers all meet once a week during a common planning time to discuss student assessments to differentiate and plan next teaching steps. Our ESL teacher helped develop and follows our integrated units of study curriculum for grades K through 5, which includes the science and social studies content areas.

4. Differentiated Instruction for our ELL Subgroups:

a. SIFE: Students with Interrupted Formal Education (SIFE) and long term ELLs are supported through our AIS and ESL modalities. All data available from each formal educational experience is accumulated. Students’ current abilities and needs are assessed and additional supports are implemented accordingly. Each SIFE receives:

- ESL instruction according to NYSESLAT indicator
- AIS services supplement the mandated ESL instruction. This takes the form of various supplemental programs offered to each grade level i.e. Breakfast Club (Grade 1), Morning Extended Day Program Grades 2, 3, 4 and 5, ESL Saturday Academy and all Saturday Academy programs offered throughout the school year (grades 2 through 5), Kindergarten Academy, Kindergarten and Grade 1 small group pull out AIS in reading and math, guided AIS push in reading, critical thinking and problem solving.
- ESL teacher and classroom teacher collaborate, and grade level curriculum is integrated with the ESL program. In order to meet students’ needs, assessments will be ongoing throughout the school year.

b. ESL students in school for less than three years and our ELLs requiring ELA testing will receive all of the above supports.

c. ELLs receiving services for 4 to 6 years are considered at risk and receive additional academic services to supplement ESL instruction including, ESL morning Program, ESL primary Breakfast Club, Extended Day program and Saturday Academy.

d. N/A

e. ELL students with special needs who have IEPs will receive differentiated instruction as indicated above based on student’s IEP and collaborative planning meetings between ESL teacher and classroom teacher.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
-------------------	-----

100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
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?

Paste response to questions 5-14 here

5. Academic Intervention Services (AIS) provide differentiated instruction for ELLs during the Extended Day Morning Program (Grade 2 – 5), ESL Breakfast Club for Grade 1 students, Extended Day Afternoon Program and Saturday Academies. During the school day, differentiated instruction is provided through small group pull out instruction, Achieve3000 nonfiction reading intervention program (reading selections are calibrated to each student's individual reading level, or 1:1 Great Leaps Program with AIS teachers in which several ELLs participate based on need. Saturday Academies are offered in ELA and Math for all students in Grades 3, 4 and 5 and a NYSESLAT Saturday Academy for ELL students to strengthen their language skills and use of strategies in the context of the NYSESLAT exam. The New York State Mandated

- ESL/ELA allocated instruction time based on student proficiency level is part of the ELLs' daily instruction. ELLs are grouped homogeneously during ESL services. The data from the ELL Interim Assessments, ECLAS and DRA are used to evaluate student progress and to work on strategies that will support students in the areas that are deficient. This data is also used to plan Academic Intervention Services for students.
6. Students reaching proficiency on the NYSESLAT continue to receive support through ongoing monitoring of student assessment data and the opportunity to participate in all programs offered to all students, including ELLs, throughout the year.
 7. The Award Reading program and the Voyager Learning V Math online program.
 8. None
 9. All parents, including the parents of ELLs, receive notification and offering for their children to participate in all school programs.
 10. Classrooms are equipped with SMART boards, and all students (Grades 2-5) use technology as an integration tool in all content areas. All classrooms are equipped with a visual presenter (the ELMO) to support instruction and student learning and achievement). Scaffold-leveled tradebooks, classroom libraries, Junior Great Books, cassette tapes and videos are available school-wide, grades K through 5. Students in grades 3 through 5 have access to the Achieve3000 Reading program. In addition, the school purchased licenses (grades K through 5) to access the Voyager Learning Ticket to Read online reading program for the entire student body. Licenses were also purchased for teachers representing every grade level for access to the Reading a-z website for guided reading materials and assessment resources to support planning, instruction and student learning.
 11. To support the Native Language of our ELLs, we offer a Hispanic Language and Culture Club and a Bengali Language and Culture Club every week to give our ELLs the opportunity to celebrate and appreciate their own language in all modalities, in addition to appreciating their own cultural heritage. Since P.S. 56 does not have a bilingual or Native language model of instruction, we offer, as enrichment, a Bilingual Cultural Class for the predominant language/cultures in our school one evening per week. Our Bilingual Cultural Program culminates the year with a presentation of their learning for a public audience of family and friends.
 12. Yes
 13. P.S. 56 offers a summer program during the month of July which includes classes for our ELLs with instruction by our ESL teacher.

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.

Paste response to questions 1-3 here

1. All staff, including our assistant principal, parent coordinator, and school secretaries participate in professional development which supports the needs of all students, including ELLs. Teachers continue to deepen and strengthen their ability to analyze student data to differentiate instruction and maximize student learning and student achievement. Ongoing professional development is offered to improve teachers' proficiency using technology and implementing all new academic programs. Secretaries attend meetings provided by the network and Central to ensure proper processing.
2. Additional planning time is provided for all staff working with and/or servicing all our grade 5 students, including ELLs, articulating to Middle School. Key staff members (parent coordinator and grade 5 counselor) are responsible for providing ongoing support and information regarding Middle School choices and program opportunities.
3. Mary Beth Burns, our ESL teacher, provides 7.5 hours of professional development for all teachers to fulfill the Jose P. training requirement and to expand teachers' knowledge of methodologies for working with ELLs. Presentations regarding total physical response, differentiated instruction using various modalities are included.

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?

Paste response to questions 1-4 here

1. Parents participate to all aspects of their children's education here at P.S. 56, including parent-teacher conferences two times a year, parent workshops in literacy and math, author celebrations, class trips, concerts, presentations, award ceremonies, academic competitions etc.

2. Yes - CPR training, Gang Awareness, Internet Safety, Bronx Lebanon Dental are some of the programs, workshops or services provided that are presented in partnership with CBOs to support all parents, including parents of ELLs.

3. Parent Surveys, the school's annual Learning Survey, PA meetings and School Leadership Team meetings and an open door policy on the part of the administration provide valuable information regarding the needs of parents.

4. We have a weekly opportunity for all parents to bring their children to our school library to select books for themselves or for their children. Monthly literacy and math workshops focus on student learning and providing parents with the strategies they need to support their children academically. An Adult ESL program is offered 2 evenings weekly in Level 1 and Level 2 English. This program is conducted from October to April to instruct parents of our ELL students so they become role models and enable them to be active participants in their children's learning. Parents are instructed through classroom instruction and use of a CD program in which technology is integrated.

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)	18	12	10	5	4	6	0	0	0	0	0	0	0	55
Intermediate(I)	9	6	6	14	7	5	0	0	0	0	0	0	0	47
Advanced (A)	0	3	15	6	14	6	0	0	0	0	0	0	0	44
Total	27	21	31	25	25	17	0	0	0	0	0	0	0	146

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1	0	0	1	1	1							
	I	2	2	1	0	0	3							
	A	5	6	4	6	2	6							
	P	3	23	14	23	9	5							
READING/ WRITING	B	6	3	4	3	3	5							
	I	3	3	9	7	4	5							
	A	0	10	5	17	4	3							
	P	2	15	1	3	1	2							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	6	1		8
4	2	5	2		9
5	3	5	1		9
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		4		6				11
4	4		4		3		1		12
5	7		3		4				14
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	8		3		1		1		13
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	10				3				13
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

New York State Regents Exam

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

Native Language Tests

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

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

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

This data drives planning for extra services offered newcomers and longterm ELLs (i.e. Morning Program, Extended Day, After School Help Program). Students who perform higher on ECLAS-2 and on DRA, achieve greater proficiency on the NYSESLAT. Inversely, students on the low achieving level, are identified for interventions with specific prescriptions for learning and achievement.

3. A careful analysis of the four modalities of Reading, Writing, Listening and Speaking across proficiency levels and grades indicates that students score higher in the Listening and Speaking than in the Reading and Writing. Based on this analysis, students are offered support in these two areas and write everyday.

4. Our freestanding ESL Pull-Out Program:

a. All students are assessed in English. In the early grades, students perform better on the listening and speaking modalities in comparison to the reading and writing modalities. It takes an additional 1 to 2 years more for students to become proficient in reading and writing.

b. At this time, we are using the results of all periodic assessments taken by all our students, including ELLs, to determine student strengths and needs, along with the effectiveness of academic interventions. Our data inquiry team meets to analyze and discuss student assessment data and to develop individualized learning prescriptions for all our students, including ELLs.

c. Students are making incremental progress, as is evidenced on these exams, as well as other researched-based assessments.

5. N/A

6. Success is determined by student progress. Students' progress is assessed regularly within each academic trimester using DRA, midterm and final exams in all content areas, Acuity periodic assessments in ELA and Math, teacher observations, and all formative and summative in-class assessments. Students are moved regularly from tier 2 to tier 3 based on their Rtl (response to intervention), as needed.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		

	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		