



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** THE LOUIS DESARIO SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 31R056

**PRINCIPAL:** DEAN SCALI **EMAIL:** DSCALI@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MRS. ERMINIA CLAUDIO

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Dean Scali	*Principal or Designee	
Nicole Netzel	*UFT Chapter Leader or Designee	
Adrienne LaGressa	*PA/PTA President or Designated Co-President	
	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	
Theresa Bradley	Member/Teacher	
Lori Jones	Member/Teacher	
Elizabeth Ruiz-Gomez	Member/Teacher	
Barbara Geloso	Member/Parent	
Dina DeVito	Member/Parent	
Donna Vasquez	Member/Parent	
Janet Katz	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, all students will have engaged in at-least one literacy and at-least one math task embedded in a rigorous unit aligned to the Common Core Learning Standards.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**To further enhance the learning experience and to meet needs of NYC DOE initiative (Chancellor's Asks) we have set this goal. In addition, during preliminary classroom walkthroughs at the start of the year it became evident that instructional continuity had not been maintained across and along the grades. For this year, especially with many more staff members teaching a different grade than last year and to help form instructional continuity across and along grades, the Chancellor's Initiative, should prove as a worthwhile tool to help bring about continuity of instruction. Engaging students in rigorous tasks will also lead teachers to working together to formulate, modify, prepare and use tasks that will be aligned to specific Common Core Learning Standards across and along grades, developing a foundation upon which increasing instructional continuity can be built.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Introduction of DOE selected performance tasks to all Teachers during two staff conference days, 9/6 & 9/7. Teachers and Administration will establish goals based on many factors including but not limited to; item skills analysis of ELA and MATH data, student writing samples, students' performance in class, etc. By establishing a goal and then defining appropriate assessment(s) to determine if the goal was reached (Backward Design), teachers along the grade levels will work together to create a unit for students of all abilities to be engaged in. Units will last from one week to one month depending on grade level and goal set. Additional staff development time has been requested for teams of teachers to meet and formulate plans. Data analysis of past ELA and Math performance, periodic assessments and current student work during inquiry work will help determine the goals needed along the grades. During the first Chancellors' Conference day, various task/plans gathered from NYC DOE and/or Teachers' College will be unpacked. Teachers, by grade level, will determine the preferred plans they would like to further develop. Over the course of the next few months teachers will work in teams during grade level planning to modify the plans as needed based on our students' needs. All grades, K-5, will modify/create plans that focus on non-fiction reading and or writing and Math. Our request for an additional conference day has been approved. This conference day will be utilized for unpacking Math tasks/plans. ELA tasks will be started at the end of November and run through the end of February. Teachers will be supported by administration, coach, TC staff developers and the CFN.**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Introducing the idea of the ELA and MATH task units will take place at the first PTA meetings. As soon as staff become familiar enough with these tasks parent workshops will be presented by lead teaching staff. An overview of the task and assessments will highlight the goal and work for this year. We have also secured some parent day workshops at Teachers' College for interested parents.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**This year we continue to utilize Teachers' College Reading and Writing Project, TCRWP. Training for teachers occurs in various forms. On-grade training with TCRWP staff will take place at least 19 days this year. All general and special education teachers will participate. Additionally select teaching staff and Paraprofessionals from all grades will visit special Calendar Days trainings at Teachers' College and then turnkey at grade level planning meetings. Select staff will be offered opportunities to visit other sites to help develop areas that the teacher and/or administration feel they may be weak in. Intra-visitiation with lead teachers is on-going. Frequent feedback and cycles of observations will be ongoing throughout this year. Specific cycles of teacher inquiry meetings are scheduled this year with each grade meeting with administration approximately once every 6 weeks or so.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Administration and the Instructional team, through frequent observation, evaluation and discussion regarding the development, implementation, challenges and successes of the tasks will be ongoing throughout the year.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - **Tax Levy Fair Student Funding for teachers, support staff and materials**
  - **Tax Levy and Staten Island Foundation Grant Funding to provide staff development through Teachers' College Reading and Writing Project.**
  - **PTA Grant to Help offset the cost of Professional Development**

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, 85% of all general education students in grades K-5 will read and understand books of higher complexity.**

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**Based on preliminary benchmarked reading levels for our students, although most students make gains in reading levels, some students still are not reading at complex enough levels for their grade. The bar has been raised on reading level benchmarks. Students, especially in early grades, need to read at higher benchmarked levels in order for them to make the necessary gains for performing well on the NYS ELA assessment. Benchmark levels have been adjusted to accommodate the more rigorous scoring of the ELA.**

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**By analysis of Independent Reading Levels (IRL) from September 2011 through June 2012, all general education students in K-5 will read books at**

higher reading complexity. As students move up in reading levels, the books become more complex with respect to story line, plots, character, number of characters, characters feelings, number of problems encountered and solutions to those problems. Utilizing Fountas & Pinnell benchmarked independent reading level (IRL) from September 2011 through June 2012 will show that students are reading more complex themes, story lines, character development, etc. and incorporate more non-fiction reading as well.

In order to improve student performance, teacher quality and effectiveness; student's reading levels must be monitored regularly throughout the year. Reading level is a good indicator of how well a student will perform on state assessments. Teachers will regularly utilize TCRWP Blended Assessment, including but not limited to running records, to monitor IRLs (independent reading levels) of students from September 2011 through June 2012. Students will be taught using the readers' workshop methodology and adhere to pacing calendars set early in the year. Teachers will plan lessons according to student need as evidenced by data and with specific focus on plot, setting, character development, etc. Data will be collected via conferencing and formal periodic assessment. IRLs will be reported and recorded at least 3 times per year. Each grade will meet regularly, as part of Inquiry Team, to discuss student performance, progress, planning and to align plans to common core state standards (CCSS) Pending available funding, PS 56 is a TCRWP school with in-house staff development. Improving students' reading and reading comprehension at higher level complexity, including non-fiction texts as a focus for this year.

We are also utilizing part of a cluster teacher to work with each of the first grade classes twice per week. Selected students are provided with academic intervention early on to help combat gaps in independent reading ability. After mid year adjustments are made to budgets we are hopeful to secure an additional AIS F-status position for our 3<sup>rd</sup> grade classes as well.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Introducing the idea that students who read regularly become better readers will take place at the first PTA meeting. Parents will be asked to ensure students are reading every day at home and that they complete reading logs with their students every day. Additional workshops for parents will be conducted this year concentrating on the idea of just right books and the need for reading practice at home. Parents will be given reading reports at least three time per year, noting their child's reading levels and suggestions for students at those specific levels. We have also secured some parent day workshops at Teachers' College for interested parents.**

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**This year we continue to utilize Teachers' College Reading and Writing Project, TCRWP. Training for teachers occurs in various forms. On-grade training with TCRWP staff will take place at least 19 days this year. Additionally select teaching staff from all grades will visit special Calendar Days trainings at Teachers' College and then turnkey at grade level planning meetings. Select staff will be offered opportunities to visit other sites to help develop areas that the teacher and/or**

**administration feel they may be weak in. Intra-visitation with lead teachers is on-going. Frequent feedback and cycles of observations will be ongoing throughout this year. Specific cycles of teacher inquiry meetings are scheduled this year with each grade meeting with administration approximately once every 6 weeks or so.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Administration and the Instructional team, through frequent observation, evaluation and discussion regarding the development, implementation, challenges and successes of the tasks will be ongoing throughout the year.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Tax Levy Fair Student Funding for teachers, support staff and materials**
- **Tax Levy and Staten Island Foundation Grant Funding to provide staff development through Teachers' College Reading and Writing Project.**
- **PTA Grant to Help offset the cost of Professional Development**

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, 90% of all classrooms will establish and maintain common, continuous, essentials across the grade. The essentials are required to expand continuity along and across the grades.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**Administration performed an initial school walkthrough to assess the continuity among and across grade levels. Findings were shared collectively with the classroom teachers and a “Classroom Environment Necessities” outline was created specifically for each grade. The initial walkthroughs yielded some inconsistencies of very basic, bottom-line, fundamentals, “Classroom Environment Necessities” in many general education classrooms. The essentials are as follows, Book Baggies, Writer’s Workshop folders and/or notebooks, Charting and Classroom libraries.**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Administration will conduct 4-6 formative observations for each classroom teacher using various selected competencies based on Charlotte Danielson’s Framework for Teaching. Focusing on competency 2b “Establishing a culture for learning” at first, all classroom teachers will ensure the following: Book baggies contain the necessary tools and appropriate books to be used correctly, Writers’ Workshop folders and notebooks are used correctly, Unit charts depict current works and are easily accessible for students, classroom libraries have fiction separated from non-fiction, non-fiction material is categorized. Professional development and assistance will be offered for all staff to help staff put in place environmental necessities. Administration will follow-up with all staff during regular cycles of focused observations and provide timely, constructive feedback and support to teachers. Utilizing the Framework for Teaching as a guide, we will focus on selected competencies throughout the year in 6 week cycles. Starting in December 2011, all teachers will self evaluate their progress at addressing the Classroom Environment Necessities and report to administration their findings.**

**Approximately in six week cycles, throughout the year, administration and select staff members will perform classroom walkthroughs, looking at students’ book baggies, writing folders, writers’ notebooks, reading logs, readers’ notebooks, post-its, writing samples, libraries and charts. Utilizing the Framework for Teaching as a guide, we will focus on selected competencies throughout the year.**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**At the second PTA of the year, we introduced the importance and use of the book baggie. Parents were asked to participate by ensuring their children were reading each day and completing the reading log, contained in the baggies each night. Additional workshops for parents will be conducted this year concentrating on the idea of just right books and the need for reading practice at home. Parents will be given reading reports at least three times per year, noting their child's reading levels and suggestions for students at those specific levels. We have also secured some parent day workshops at Teachers' College for interested parents.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**This year we continue to utilize Teachers' College Reading and Writing Project, TCRWP. Training for teachers occurs in various forms. On-grade training with TCRWP staff will take place at least 19 days this year. Additionally select teaching staff from all grades will visit special Calendar Days trainings at Teachers' College and then turnkey at grade level planning meetings. Select staff will be offered opportunities to visit other sites to help develop areas that the teacher and/or administration feel they may be weak in. Intra-visitation with lead teachers is on-going. Frequent feedback and cycles of observations will be ongoing throughout this year. Specific cycles of teacher inquiry meetings are scheduled this year with each grade meeting with administration approximately once every 6 weeks or so.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Administration and the Instructional team, through frequent observation, evaluation and discussion regarding the development, implementation, challenges and successes of the tasks will be ongoing throughout the year.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - **TL Fair Student Funding for teachers and support staff**
  - **TL and Grant Funding to provide staff development through Teachers' College Reading and Writing Project.**
  - **PTA Grant to Help offset the cost of Professional Development**

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	21	21	N/A	N/A	2	0	0	0
<b>1</b>	23	23	N/A	N/A	0	0	0	0
<b>2</b>	17	17	N/A	N/A	1	0	0	0
<b>3</b>	23	23	N/A	N/A	1	0	0	0
<b>4</b>	25	25	0	0	0	0	1	0
<b>5</b>	33	33	3	0	1	0	0	0
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Using Blended Assessments, students are assessed at least three times per year in addition to Predictive Assessments. Students' performance is aligned to benchmarks and is evaluated accordingly. If funding remains available, part of a cluster teacher position is used to assist each first grade class two times per week. An AIS F-status teacher will provide push-in and/or pull out services for students in grade Three. Students in Kindergarten through grade 5, will be provided with at-risk SETSS if need be and room is available in our program. Learning Leaders, trained parent volunteers, will be assigned individual students throughout grades one to five depending on the greatest need. Our after school program OST, will provide homework assistance and additional ELA assistance to students as needed. We provide a modified Extended Day program as well.
<b>Mathematics</b>	Using Every Day Math unit tests and assessments, ITA and Periodic Assessments, etc; student performance is aligned to benchmarks and is evaluated accordingly. If funding remains available, An AIS F-status teacher will provide push-in and/or pull out services for students in grades three. Students in grades Kindergarten through five, may also be provided with at-risk SETSS if need be and space is available. Learning Leaders, trained parent volunteers, will be assigned individual students throughout grades one through five depending on the greatest need. Our after school program OST, will provide homework assistance and MATH assistance to students as needed. We provide a modified Extended Day program as well.
<b>Science</b>	PS 56 maintains two full time science cluster teachers allowing for every student to be serviced in science at least once per week. Students in upper grades will have science twice per week and instruction is differentiated using the Harcourt Brace core materials for grades Kindergarten through five. Content area libraries are being expanded in classrooms and Science content is used more regularly in Readers' and Writers' workshop.
<b>Social Studies</b>	PS 56 will maintain an Art through History cluster teacher and provide a Social Studies cluster teacher for 2011-2012. Core curriculum instructional materials will be available for upper grades this year. Content area libraries are being expanded in classrooms and social studies content is used more regularly in Readers' and Writers' workshop
<b>At-risk Services provided by the Guidance Counselor</b>	Counseling services provide social, emotional and behavioral supports based on individual need. Support is offered on a one-to-one basis or small group.

<b>At-risk Services provided by the School Psychologist</b>	On-going crisis intervention is provided on an as-needed basis for but, not limited to, resolution of student/student and student/teacher conflicts, students' reactions to losses at home (death, divorce), adjustment problems, academic difficulties.
<b>At-risk Services provided by the Social Worker</b>	On-going at-risk counseling is provided to focus on acute problems, investigations of various situations involving possible abuse, resolution of student/student and student/teacher conflicts, students' reactions to losses at home (death, divorce), adjustment problems, etc.
<b>At-risk Health-related Services</b>	Students in need of health related services are provided services through the IEP or 504 process. Services for severe allergies, regular glucose blood testing, epi-pen, nebulizer treatments, etc are supported via paraprofessional and/or school nurse. When appropriate, allergy free tables are maintained in the cafeteria for students with severe allergies.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**N/A**

**PS 56 IS NOT A TITLE I SCHOOL**

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of

this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Jose Ruiz/Richard Gallo</b>	District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>056</b>
School Name <b>The Louis Desario School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Dean Scali</b>	Assistant Principal <b>Dianna De Rose</b>
Coach <b>Georgia Vlitas</b>	Coach <b>N/A</b>
ESL Teacher <b>Julie Maltese</b>	Guidance Counselor <b>N/A</b>
Teacher/Subject Area <b>N/A</b>	Parent <b>N/A</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Nancy Falcone</b>
Related Service Provider <b>N/A</b>	Other <b>N/A</b>
Network Leader <b>N/A</b>	Other <b>N/A</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>765</b>	Total Number of ELLs	<b>4</b>	ELLs as share of total student population (%)	<b>0.52%</b>
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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. 

P.S 56 is located in the Rossville section on the South Shore of Staten Island. The school is a Pre Kindergarten to fifth grade elementary school serving a population of approximately 765 students in grades Pre-K - fifth grade, and 711 students in grades K-5. Four students, approximately 0.52 % of the student population are eligible for ESL services. P.S. 56 is dedicated in properly identifying, testing, and serving its ELL population.

The home language survey (HLIS) is administered when a new student enters the School system for the first time. An informal oral interview is conducted with the student and parent, as well as, filling out the formal initial HLIS form within 10 days of enrollment. The licensed English as a Second Language (ESL) teacher conducts the HLIS, interviews, and administers the LAB-R to determine English proficiency level. Students that speak Spanish at home that do not score below proficiency on the LAB-R are administered the Spanish LAB-R to determine language dominance. Translations are available during the ELL identification process. P.S. 56 has pedagogues that are bilingual in Spanish and provides translation for any other languages needed during the ELL identification process.

Once a student is identified as eligible for services (scores below proficiency on the LAB-R), parents are notified by entitlement letter (translated letter if needed), parent survey and program selection form, placement letter, and a letter informing them when to attend an ELL orientation. The orientation consists of discussing the three program options listed on the parent selection form, English as a Second Language (ESL), Transitional Bilingual Education (TBE), and Dual Language (DL).

At the orientation parents view a video in the native language describing each of the three options. Parents complete the program selection and parent survey forms, to determine the program they prefer for their child. Program Selection and Parent Surveys are returned after orientation. All forms are filed and stored at P.S. 56. Parent Program Selection is entered into ATS. Once the parent has made their choice they are informed that P.S. 56 has a Free-standing ESL program only. P.S. 56 does not have TBE or DL programs because they do not have adequate population of students speaking one specific language for the creation of a TBE or DL program. They are informed they have the right to place their child in their chosen program. If the student population and parent choice changes as will the programs in the future. If parent choice indicates a program P.S. 56 does not offer, the ESL teacher (with a translator) informs the parents of schools that offer the program they requested. If they parent desires for their child to attend a program not offered, a transfer is put into place, providing there is space in the selected school with aligned program choice.

The parents are also notified by letter and/or phone call informing them how they can access the parent orientation video from the internet at: <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm>. If parents do not attend the meeting a form is sent to their home in their native language and is to be returned to the school. If the form is not returned a phone call is issued to the parent to determine program choice. If the parent can not be reached the default of bilingual is selected for that student. It has been our experience that most parents request the free-standing program. therefore our program is aligned to the parent request.

Freestanding English as a Second Language (ESL) program provides instruction in English, emphasizing English-language acquisition. Often, students in Freestanding ESL programs come from many different native-language backgrounds and English is the only common language among students. However, native language support is available whenever possible in an ESL program. Dual Language programs serve both ELLs in need of English language development and monolingual English-speaking students who are interested in learning a second language. These programs are designed to continue developing ELLs' native language, as well as, English language skills, throughout schooling while helping monolingual English-speaking students become bilingual. Transitional

Bilingual Education (TBE) programs develop students' conceptual skills in their native language as they learn English. A TBE program includes an ESL component, as well as content area instruction in both the native language and English, all designed to deliver grade-appropriate subject matter to ELLs. Also, TBE programs include a Native Language Arts (NLA) component to develop communication and academic skills, such as, listening, speaking, reading and writing, in a student's home language while cultivating an appreciation of his or her history and culture.

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	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	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	3	0	2	1		1				4
Total	3	0	2	1	0	1	0	0	0	4

Number of ELLs in a TBE program who are in alternate placement: 0

### 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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				1		1								2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				2										2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>4</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

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

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

### Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language

- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

**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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

## B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

## C. Schools with Dual Language Programs

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

N/A

## D. Professional Development and Support for School Staff

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

The ESL teacher will continue to attend all mandated professional development and will continue to participate in our in-house literacy professional development provided by Columbia University Teachers' College. The ESL teacher also attends the Division of School Support and Instruction professional development meetings provided by CFN 604. The ESL teacher and the Assistant Principal attend professional development meetings and turn-key the information to classroom teachers. P.S. 56's Administration and Middle school administrators set up a 5th grade visit th the middel school, I.S. 34. educators and assistant principals from I.S. 34 visit all of our 5th grade

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All teachers are aware of the 7.5 hours of ESL training required. Special education teachers are aware of the 10 hours of ESL training required. Certificates of attendance and completion in workshop hours are copied and maintained in teacher records. Professional development opportunities are offered to all staff as they become available.

## E. Parental Involvement

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

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

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

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

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

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

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														TOTAL
K	1	2	3	4	5	6	7	8	9	10	11	12		L

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

### 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.

N/A

## Part VI: LAP Assurances

School Name: <b>The Louis Desario School</b>		School DBN: <b>31R056</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dean Scali	Principal		12/1/11
Diana De Rose	Assistant Principal		12/1/11
Nancy Falcon	Parent Coordinator		12/1/11
Julie Maltese	ESL Teacher		12/1/11
N/A	Parent		
N/A	Teacher/Subject Area		
N/A	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
N/A	Guidance Counselor		
N/A	Network Leader		
N/A	Other		

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

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

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

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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

*Throughout the school year parents of all new ELL students are surveyed at point of registration into the school to ascertain which language they would prefer to receive school communication in. 'Interpretation Services Available' signs are visible in the main office in several languages informing parents that translation is available if needed. In addition, administration, and parent coordinator reach out to the parents upon entry. Parent workshops are made available for all parents. Accommodations for the parents of ELLs are always provided and implemented.*

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

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

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language

assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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