



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**P.S. 56
*THE NORWOOD HEIGHTS SCHOOL***

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X056

PRINCIPAL: PRISCILLA M. SHEERAN EMAIL: PSHEERA@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENENDEZ

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
Priscilla M. Sheeran	*Principal or Designee	
Janine McCarthy	*UFT Chapter Leader or Designee	
Sara Alcala	*PA/PTA President or Designated Co-President	
Carmen Lugo	*PA/PTA President or Designated Co-President	
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	
Erica Henao	Member/PA Member	
Clara Rosado	Member/PA Member	
Diane Hogan	Member/Teacher	
Maureen O’Neill	Member/Committee Member	
Carrie Rivera	Member/PA Title 1	
Elizabeth McGill	Member/Respect for All Liaison/BRT	
Sonia Guzman	Member/PA Member	

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.

GOAL 1

By June 2012, 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 83% 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).

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.
 - **Improving student performance in order to meet the rising effective AMO.**

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.

Activity #1:

- **Professional Development:** Professional Development will be provided on the following topics: data-based analysis (specifically the utilization of ARIS – the periodic assessments in ELA and Mathematics Grades 3-5, NYS ELA, Mathematics, Social Studies, and Science exams), ECLAS2 (K-3), Ticket to Read (K-5), Award Reading Program (K-3, ELLs and SWDs), Achieve3000 (Grades 3-5).
- **Target Populations:** Staff servicing all students K-5.
- **Responsible Staff Members:** Administration, Staff Developers, Intervention Specialist and Data Specialist
- **Implementation Timeline:** September 2011 through June 2012

Activity #2:

- Schedules for teachers (grades K-5) will continue to be designed to allow for common planning (inclusive grade level planning – all GE and SE classes on each grade level, and vertical planning for all ESL teachers and Special Education teachers) 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.
- **Target Populations:** Staff servicing all students K-5.
- **Responsible Staff Members:** Administration, Staff Developers, Intervention Specialist and Data Specialist
- **Implementation Timeline:** September 2011 through June 2012

Activity #3:

- **Teacher-developed grade wide exams using the NYS Standards and curriculum aligned to the Common Core State Standards 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.**
- **Target Populations: Staff servicing all students K-5, students in grades K-5.**
- **Responsible Staff Members: Administration, Staff Developers, Intervention Specialists and Data Specialist**
- **Implementation Timeline: September 2011 through June 2012**

Steps for including teachers in the decision-making process

- **Teachers will meet in grade-level and cross functional teams to review, analyze and discuss student data gathered from periodic assessments, integrated units of study, baseline, midline and endline writing pieces.**
- **During goal setting meetings with the administration, teachers will review, analyze and discuss student data gathered from periodic assessments, integrated units of study, baseline, midline and endline writing pieces.**
- **Teachers periodically measure, record and share the effectiveness of the activity/strategy; and determine whether additional supports are needed.**

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.**
 - **Our Literacy coach will continue to facilitate monthly ELA workshops for parents. Interpretation support is provided in the dominant languages spoken by parents in the school.**
 - **Our school librarian will continue to facilitate open-access to the school library every week for our parents.**
 - **Parents will continue to be trained on how to effectively use ARIS Parent Link.**
 - **The Parent Coordinator and other staff (e.g. administration and staff) will continue to attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.**
 - **Notices including student data will continue to be sent to parents a minimum of three times a year, in addition to communication during Parent-Teacher Conferences.**

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.**
 - **Administration staff attends hiring fairs to identify and recruit highly-qualified teachers when necessary.**
 - **The pupil personnel secretary will work closely with the network point to ensure that non-HQT meet all required documentation and assessment deadlines.**
 - **Mentors are assigned to support non-tenured teachers.**
 - **Administration allocates funds to provide teachers with the resources and tools they need to support instructional excellence and to ensure students meet academic standards.**
 - **Administration purposefully plans opportunities to celebrate our staff and to acknowledge their dedication to our students and their commitment to academic excellence.**
 - **Administration allocates funds and time for teachers to participate in professional development. Teachers are encouraged to submit requests for both on-site and off-site professional development that meets their individual instructional needs, as well as school-wide**

academic initiatives.

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.
 - **As a result of our SINI designation, all students are able to participate in Supplemental Education Services.**

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.
 - **Fair Student Funding**
 - **Title IIA and Title I funds**
 - **Tax Levy funds support teaching staff, administrators and coaches in professional development activities and the implementation of our action plan.**

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.

GOAL 2

Based on data on the 2011 NYS ELA assessment, 18% 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 2012 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.

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.
 - **After conducting an analysis of student performance data on state assessments, it was determined that all student groups showed increases on the English Language Arts assessment, except for the Students With Disabilities subgroup, which has not met their AYP. Consequently, we are a School In Need of Improvement (SINI) and we have made progress for our SWD subgroup a priority goal.**

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.

Activity #1:

- **Students will continue to receive academic intervention services through the use of the following research-based reading programs: Voyager Learning Ticket to Read and Junior Great Books (Grades K-5), Voyager Learning Passport Reading Program (Kindergarten), Great Leaps and SRA (Grades 2-5), Achieve 3000 (Grades 3-5), Award Reading Program (all students grades K through 3, and Students With Disabilities grades 4 and 5) and Fletcher's Place (Kindergarten) 3 to 5 days per week.**
- **Target Populations: All students with disabilities, as well as those identified at-risk, grades K-5.**
- **Responsible Staff Members: Administration, Classroom Teachers, Service Providers, Staff Developers, Intervention Specialists and Data Specialist**
- **Implementation Timeline: September 2011 through June 2012**

Activity #2:

- **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 to all stakeholders, including students, teachers and parents. Administration monitors all written and oral communication.**
- **Target Populations: Self-contained classroom teachers, Intervention Specialists**
- **Responsible Staff Members: Administration, Staff Developers, and Data Specialist**
- **Implementation Timeline: September 2011 through June 2012**

Activity #3:

- **Students With Disabilities in grades 3-5 will continue to be invited to our initial Saturday Academy Program dedicated to ELLs and SWDs only (which precedes a 10 week Saturday Program open to all students grades 3-5. This program addresses their individual learning needs, while utilizing student assessment data to provide differentiated small group instruction each week.**
- **Target Populations: All students with disabilities grades 3-5.**
- **Responsible Staff Members: Administration, Self-contained Classroom Teachers, Teachers with SE certification, Service Providers, Staff Developers, Intervention Specialists and Data Specialist**
- **Implementation Timeline: October 2011 through December 2012**

Activity #4:

- **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, coaches and teachers with expertise.**
- **Target Populations: Self-contained classroom teachers, classroom teachers, Intervention Specialists, Administration, All service providers.**
- **Responsible Staff Members: Administration, Staff Developers, and Data Specialist**
- **Implementation Timeline: September 2011 through June 2012**

Steps for including teachers in the decision-making process

- **Teachers will meet in grade-level and cross functional teams to review, analyze and discuss student data of students with IEPs that is gathered from periodic assessments, integrated units of study, baseline, midline and endline writing pieces.**
- **During goal setting meetings with the administration, SE teachers in self-contained classes will review, analyze and discuss student data gathered from periodic assessments, integrated units of study, baseline, midline and endline writing pieces.**
- **Teachers servicing students participating in the SWD Saturday Academy meet every Saturday to measure, record and share the effectiveness of the activity/strategy; and determine whether additional support is needed.**
- **Teachers servicing students with disabilities periodically measure, record and share the effectiveness of the activity/strategy; and determine whether additional support is needed.**

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.**
 - **Our Literacy coach will continue to facilitate monthly ELA workshops for parents. Interpretation support is provided in the dominant languages spoken by parents in the school.**
 - **Our school librarian will continue to facilitate open-access to the school library every week for our parents.**
 - **Parents will continue to be trained on how to effectively use ARIS Parent Link.**
 - **The Parent Coordinator and other staff (e.g. administration and staff) will continue to attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.**
 - **Parents of our students with disabilities will continue to be included in the Individual Education Programs developed for their children and meet periodically throughout the year with their children's service providers..**
 - **Notices including student data will continue to be sent to parents a minimum of three times a year, in addition to communication during Parent-Teacher Conferences.**

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.**
 - **Administration staff attends hiring fairs to identify and recruit highly-qualified teachers when necessary.**
 - **The pupil personnel secretary will work closely with the network point to ensure that non-HQT meet all required documentation and assessment deadlines.**
 - **Mentors are assigned to support non-tenured teachers.**
 - **Administration allocates funds to provide teachers with the resources and tools they need to support instructional excellence and to ensure students meet academic standards.**
 - **Administration purposefully plans opportunities to celebrate our staff and to acknowledge their dedication to our students and their commitment to academic excellence.**
 - **Administration allocates funds and time for teachers to participate in professional development. Teachers are encouraged to submit requests for both on-site and off-site professional development that meets their individual instructional needs, as well as school-wide academic initiatives.**

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.**
 - **As a result of our SINI designation, all students are able to participate in Supplemental Education Services.**

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 funds are used to purchase books, hardware and software to implement instructional programs.**
 - **Title I funds and Title IIA funds are used to support differentiated instruction school-wide for all students at risk.**

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.

GOAL 3

To continue to provide ongoing professional development for teachers and parents to meet the academic demands and expectations dictated by the State Education Department, and to develop a shared understanding of instructional excellence that will be evidenced in improved teaching practice and an increase of student engagement in their own learning.

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 meet state and citywide instructional expectations by successfully preparing all students – including students with disabilities and English Language Learners – to be college and career ready upon high school graduation.

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.

Activity #1:

- **Students and their teachers will collaborate to develop rubrics to evaluate the literacy and math tasks developed and aligned with the Common Core Standards.**
- **Target Populations: All students grades K-5 and their teachers.**
- **Responsible Staff Members: Administration, Staff Developers, and Data Specialist**
- **Implementation Timeline: September 2011 through June 2012**

Activity #2:

- To provide professional development for teachers and parents to support curriculum and assessment revisions which engage all of our students in rigorous tasks, embedded in well-crafted instructional units and with appropriate supports.
- **Target Populations:** All students grades K-5, parents, teachers, administration and staff.
- **Responsible Staff Members:** Administration, Staff Developers, and Data Specialist
- **Implementation Timeline:** September 2011 through June 2012

Activity #3:

- Administration will develop and implement a schedule for formative teacher observation and provide evidence-based feedback using a research-based rubric.
- **Target Populations:** All teachers.
- **Responsible Staff Members:** Administration, Staff Developers
- **Implementation Timeline:** September 2011 through June 2012

Activity #4:

- Throughout the school year, students in grades 3, 4 and 5 will periodically complete learning surveys to evaluate effectiveness of instruction and their own performance.
- **Target Populations:** All students in grades 3 through 5.
- **Responsible Staff Members:** Administration, Classroom teachers, Intervention Specialists, Staff Developers
- **Implementation Timeline:** September 2011 through June 2012

Activity #5:

- Competitions in all major subject areas will be scheduled throughout the school year to enable students to challenge themselves intellectually and to foster self-confidence and self-evaluation.
- **Target Populations:** All students grades 3-5.
- **Responsible Staff Members:** Administration, Staff Developers, Teachers, Intervention Specialists
- **Implementation Timeline:** September 2011 through June 2012

Activity #6:

- School-wide educational trips will continue to be planned and scheduled to support our integrated units of study, to enhance and connect students' learning, while providing the opportunity for social growth.
- **Target Populations:** All students grades K-5.
- **Responsible Staff Members:** Administration, Staff Developers, Teachers
- **Implementation Timeline:** September 2011 through June 2012

Steps for including teachers in the decision-making process

- Teachers will meet in grade-level and cross functional teams to discuss and determine professional development needs.
- Teachers will complete professional development surveys periodically throughout the school year.
- Teachers will meet in grade-level and cross functional teams to help develop student learning surveys.
- Teachers will work with the Literacy and Math coaches to develop literacy and math tasks that promote academic rigor and strengthen students' higher order critical thinking skills.

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.
 - **We will continue to systematically and periodically survey all parents to assess their needs.**
 - **The Parent Coordinator and other staff (e.g. administration and staff) will continue to attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.**
 - **The collection and analysis of all assessment data will continue to be shared with the students, parents, and all involved pedagogy (teachers and administration).**
 - **We will continue to analyze the NYC DOE Parent Learning Survey to help determine parents' professional development needs.**

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.
 - **Administration staff attends hiring fairs to identify and recruit highly-qualified teachers when necessary.**
 - **The pupil personnel secretary will work closely with the network point to ensure that non-HQT meet all required documentation and assessment deadlines.**
 - **Mentors are assigned to support non-tenured teachers.**
 - **Administration allocates funds to provide teachers with the resources and tools they need to support instructional excellence and to ensure students meet academic standards.**
 - **Administration purposefully plans opportunities to celebrate our staff and to acknowledge their dedication to our students and their commitment to academic excellence.**
 - **Administration allocates funds and time for teachers to participate in professional development. Teachers are encouraged to submit requests for both on-site and off-site professional development that meets their individual instructional needs, as well as school-wide academic initiatives.**

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.
 - **As a result of our SINI designation, all students are able to participate in Supplemental Education Services.**

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.
 - **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.**

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.

GOAL 4

To continue our mission to develop the whole child, develop his/her self-esteem, social responsibility, sense of community, values, mental and physical health, citizenship, and instill a lifelong love of reading and learning.

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 successfully prepare all students to be college and career ready.**

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.

Activity #1:

- **We will continue to offer an After School Help Program to assist students with homework and provide physical and interactive academic activities, Achieve 3000, Ticket To Read and other interactive technology programs, to support their development.**
- **Target Populations: All students in grades K through 5.**
- **Responsible Staff Members: Administration, classroom teachers, teachers participating in the After School Help Program**
- **Implementation Timeline: October 2011 through June 2012**

Activity #2:

- **Adult education classes in ESL and technology will continue to give parents the opportunity to enhance their own learning and in turn support their children's academic development.**
- **Target Populations: All parents of students in grades K through 5.**
- **Responsible Staff Members: Administration, teachers participating in the programs.**
- **Implementation Timeline: October 2011 through June 2012**

Activity #3:

- **We will continue to provide various programs in both the visual and performing arts to develop and enhance student understanding of the value and contribution of the arts in our world – past, present and future.**
- **Target Populations: All students and teachers in grades K through 5.**
- **Responsible Staff Members: Administration, teachers participating in the programs, program facilitators.**
- **Implementation Timeline: September 2011 through June 2012**

Activity #4:

- **Clubs, extracurricular activities (e.g. Family Movie Night, Family Bingo Night) and sports programs (e.g. NYRR Mighty Milers) will continue to provide opportunities for us to support the development of the whole child.**
- **Target Populations: All students in grades K through 5, their parents and school staff.**
- **Responsible Staff Members: Administration, teachers participating in the programs, program facilitators.**
- **Implementation Timeline: September 2011 through June 2012**

Steps for including teachers in the decision-making process

- **Teachers will participate on the School Leadership Team.**
- **Teachers will select and conduct clubs.**
- **Teachers will participate in professional development on the performing arts.**
- **Teachers will participate in all our music programs.**
- **Teachers will collaborate with resident artists.**
- **Teachers will complete feedback and reflection surveys.**

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.**
 - **Parents will participate on the School Leadership Team.**
 - **Parents are systemically invited to all events – academic and social (e.g. performing arts events, competitions and author celebrations).**
 - **We will continue to analyze the NYC DOE Parent Learning Survey to identify parents' priorities and needs to help determine student programs and extracurricular activities.**

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.**
 - **Administration staff attends hiring fairs to identify and recruit highly-qualified teachers when necessary.**
 - **The pupil personnel secretary will work closely with the network point to ensure that non-HQT meet all required documentation and assessment deadlines.**
 - **Mentors are assigned to support non-tenured teachers.**
 - **Administration allocates funds to provide teachers with the resources and tools they need to support instructional excellence and to ensure students meet academic standards.**
 - **Administration purposefully plans opportunities to celebrate our staff and to acknowledge their dedication to our students and their commitment to academic excellence.**
 - **Administration allocates funds and time for teachers to participate in professional development. Teachers are encouraged to submit requests for both on-site and off-site professional development that meets their individual instructional needs, as well as school-wide academic initiatives.**

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.**
 - **NYPD Gang Awareness**
 - **FDNY CPR Training**

- **District Attorney's Office Internet Safety**
- **Community School Board**
- **Department of Health Vision Screening**
- **NYC Food Service**
- **NYU Dental Van**

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.
 - **Title I 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, and after school clubs.**
 - **Title I funds, Tax Levy funds and C4E support the After School Help program**
 - **Title I funds, Tax Levy funds and C4E are allocated for pedagogical per session for all above activities.**

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.

	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	121	121	N/A	N/A	1			
1	90	60	N/A	N/A	12			
2	100	65	N/A	N/A				
3	85	85	N/A	N/A	14			4
4	51	46	51	51	12	1		4
5	48	38	48	48	12	1	1	4
6								
7								
8								
9								
10								
11								
12								

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
ELA Fletcher's Place	To improve decoding, comprehension and fluency in kindergarten – whole class during the school day.
Achieve3000 (Grades 2-5)	Research based and web-based individualized instruction program in nonfiction reading and writing and also improves students' performance on high-stake tests (during the school day, Saturday Academies, and extended day programs.
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 during the school day and UTT.
Ticket to Read (Grades K-5)	A web-based interactive individualized reading program designed to strengthen fundamental reading skills, reading fluency and reading comprehension (during the school day and after school hours).
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 during the school day and after school hours.
Reading A-Z	Comprehensive reading program – resource program that provides instruction and resources for guided reading, small group instruction and differentiated instructions (during the school day and after school hours).
Saturday Academy	Grades 2-5 – for students achieving at or below Level 2 – small group
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. (morning program before school)

<p>ELL Primary Breakfast Book Club Grade 1</p> <p>ELL Morning Program (Grades 2 through 5)</p>	<p>8:1 - To promote a love of reading and increase sight word recognition, improve fluency, and strengthen comprehension, while improving English language acquisition. (morning program before school)</p> <p>Small Group Instruction - improve fluency and strengthen comprehension, improve writing skills, and increase English language acquisition. (morning program before school)</p>
<p>Mathematics Math Magician</p> <p>Saturday Academy</p> <p>New York State March to March Skills Review and Practice</p> <p>Kaplan</p> <p>Voyager Learning VMath</p> <p>Voyager Math – Grades 3, 4, and 5</p>	<p>Multiplication Web Site – Computer Assisted Instruction (during school)</p> <p>Grades 2-5 – for students achieving at or below Level 2 – Small Group Instruction (Saturday Program)</p> <p>Number Sense and Operations – Small Group Instruction (during school, extended programs)</p> <p>Small Group Instruction (during school)</p> <p>Whole Class Instruction (during school, after school hours)</p> <p>Small Group Instruction (during school, extended day programs)</p>
<p>Science Reading A-Z</p>	<p>Comprehensive nonfiction reading program that provides instruction and resources for guided reading, small group instruction and differentiated instructions – nonfiction books in content area. (during school)</p>
<p>Social Studies DBQ's – Grades 4 and 5</p> <p>Reading A-Z</p>	<p>Whole Class Instruction (during school)</p> <p>Comprehensive reading program – resource program that provides instruction and resources for guided reading, small group instruction and differentiated instructions – Non-fiction books. (during school, extended day programs)</p>

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. (during school)
At-risk Services provided by the School Psychologist	Meetings with teacher, student and parent to examine student needs and establish a plan. (during school)
At-risk Services provided by the Social Worker	Observing students in learning environment. Meeting with students and parents. (during school)
At-risk Health-related Services	6 weeks provided by DOH nurse. (during school)

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.

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;

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

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 promptly 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 10X056 **School Name:** The Norwood Heights School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

SWDs in grades 3, 4 and 5 did not meet AMO NYS ELA exam in 2007-2008, 2008-2009 school years. They did make safe harbor in 2009-2010, but did not in 2010-2011. We continue to address students' needs in reading, writing, listening and speaking and to monitor their instruction and progress to move them to grade level performance standards.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

SWDs and students at-risk attend Saturday Academy to receive small group and differentiated instruction designed and developed to improve fluency, vocabulary and reading comprehension.

Students work on research-based Achieve 3000 interactive reading program 3 X per week to improve vocabulary, fluency and comprehension in non-fiction content areas. Students work in literacy is based on Integrated Units of Study following NYC Comprehensive Approach to Balance Literacy integrated with Science and Social Studies curriculum/scope and sequence.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Professional Development will be provided by Achieve 3000 and Award Reading Program consultants. Professional Development will be provided in effectively using T Equipment SMARTboards to support our use of interactive reading programs which increase fluency, vocabulary and comprehension, identified skills our students need to succeed on the NYS ELA exam.

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

All teachers are highly qualified.

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.
 - Parents received a letter advising them of our SINI status.
 - Parents were invited to attend a meeting via letter and calendar.
 - Translated copies of letters into Spanish and Bangla were created.
 - Staff members translated at the meeting (for Spanish and Bangla).
 - Translation and Interpretation via phone was used for languages not available at meeting.

**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 Maria Quail	District 10	Borough Bronx	School Number 56
School Name Norwood Heights School			

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

Principal Priscilla M. Sheeran	Assistant Principal Maureen O'Neill
Coach Mary Finn (literacy)	Coach Daisy Melendez (math)
ESL Teacher Mary Beth Burns	Guidance Counselor
Teacher/Subject Area Tara Cushing/Art	Parent Carmen Lugo/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

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	5	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	675	Total Number of ELLs	119	ELLs as share of total student population (%)	17.63%
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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. 

Step 1: Adminster 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

1c. A description of the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT):

The test coordinator provides a NYSESLAT eligibility list that comes from an eligibility report in ATS. An internal spreadsheet is used to track the administration of all 4 components.

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.

All three programs are explained to the parents at school orientation. We explain that our school offers an ESL program as the majority of our parents opt for ESL, however the other programs (TBE and DL) are explained as options and if chosen by a parent would be sought at other schools that have those programs.

3. All entitlement letters, parent surveys and program selection forms are explained at orientation. If the parent is not present, the entitlement letters, parent surveys and program selection forms are sent home with the student. The ESL teacher is available for meetings to explain options. All letters, surveys and forms are kept on file in the ESL room.

4. Once parenst are educated in their home language on the program models, they must select one. Placement letters are distributed to parents of ELLS. Copies are kept in binder located in ESL room, along with continued entitlement letters. If they choose to place child

in an ESL program, the child begins 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*

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	119	Newcomers (ELLs receiving service 0-3 years)	98	Special Education	12
SIFE	3	ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	0

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	98	3	10	21	0	2	0	0	0	119
Total	98	3	10	21	0	2	0	0	0	119

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
TOTAL	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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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	12	9	8	11	15	9								64
Chinese		1												1
Russian														0
Bengali	6	8	4	7	7	6								38
Urdu		2	1											3
Arabic	1	1			3	2								7
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian	1			1										2
Other		1	1	1										3
TOTAL	20	23	14	20	25	17	0	0	0	0	0	0	0	119

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?

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 SIOP 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 developed and follows our integrated units of study curriculum for grades K through 5, which includes the science and social studies content areas.

4. The ELLs are evaluated in their native language by being administered the LAB-R in Spanish. If the native language is other than Spanish, we use available classroom resources, previous report cards, and translators to help determine students' academic abilities in their native language.

5. 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

A. Programming and Scheduling Information

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. ELLs are supported with their mandated ESL service, as well as receiving AIS. They are also invited to participate in morning programs and Saturday programs that support language acquisition while integrating content areas. At this time, there are no longterm ELLs.
6. 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. Computer programs that are language-based are used to assist in learning.
7. The ELL-SWDs are grouped with students who are the same language proficiency level. This is determined by the NYSESLAT scores as well as informal observations of the ELL-SWDs ability. The ELL-SWDs are serviced for ESL with their non-disabled grade level peers everyday.

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

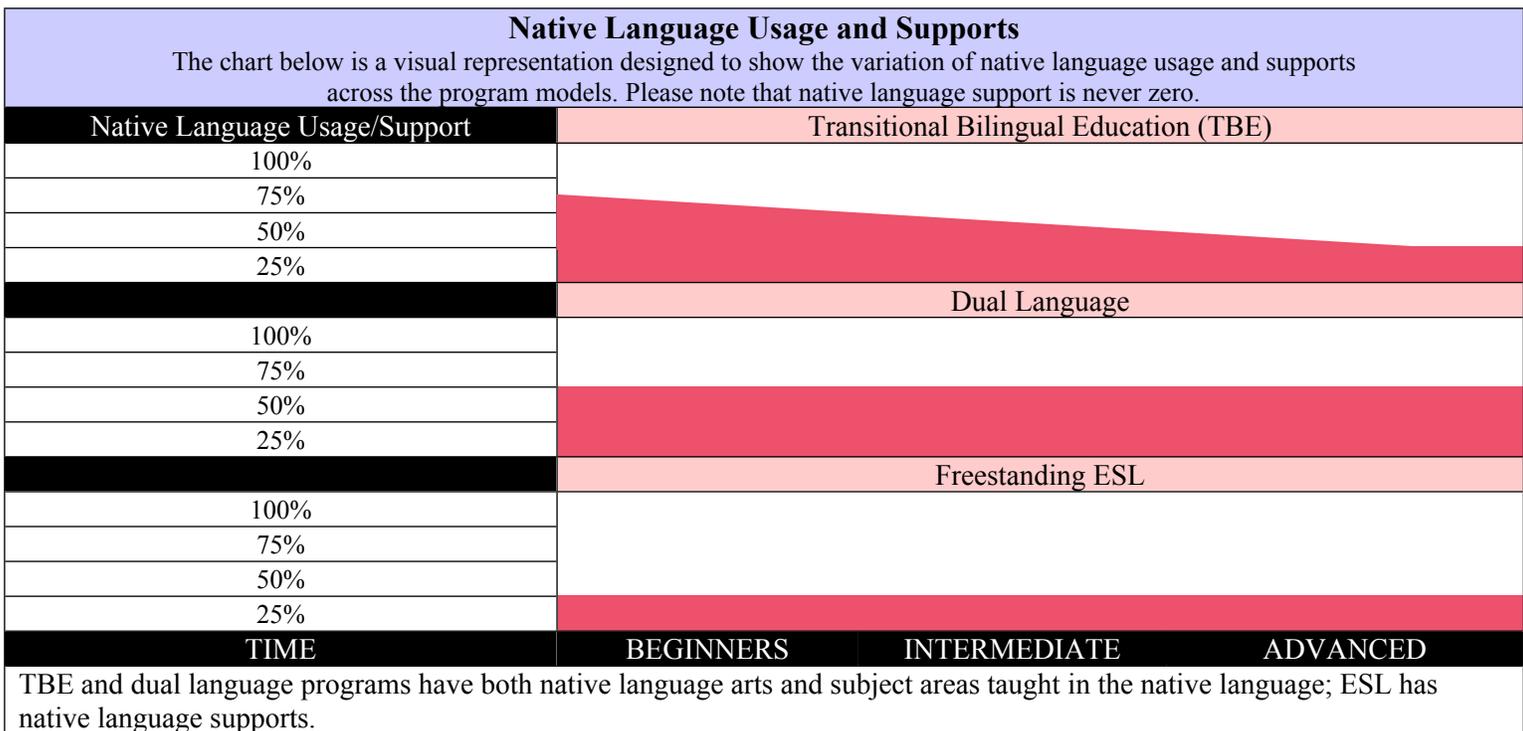
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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
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



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?

8. Academic Intervention Services (AIS) provide differentiated instruction for ELLs during the Extended Day Morning Program (Grade 2 – 5) which includes non-fiction materials and resources that integrate Social Studies and Science into the grade level ESL instruction, ESL Breakfast Book Club for Grade 1 students, Extended Day Afternoon Program and Saturday Academies. During the school day,

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9. 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. Former ELLs are given the mandated time and a half for testing. They are eligible for this accommodation for two years after passing the NYSESLAT.

10. TBD

11. None

12. All parents, including the parents of ELLs, receive notification and offering for their children to participate in all school programs. These notifications and invitations are in various languages to accommodate the language needs of our parents. All students, including ELLs, participate in academic programs, physical education programs and performing arts programs as part of our school curriculum, during the school day and in supplemental activities related to the school curriculum and extra-curriculum. As part of the school curriculum to support our integrated units of study, all students, including ELLs, participate in school trips. These trips are valuable primary source learning experiences from which all students (including ELLs) benefit greatly. Attendance records for extra-curricular activities evidence ELL student and parental participation in these programs.

b. We offer a Saturday Academy Program for ELLs taught by ESL certified teachers funded by Title III. Morning Programs for ELLs are funded through Contract for Excellence funds. However, we are a Conceptually Consolidated Funded school.

13. 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-levelled 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.

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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?

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. Translators for Bengali and Spanish speaking parents are on-hand, as these are the dominant home languages spoken in our school. The Translation and Interpretation Unit is used if no translation is available.

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. Translators for Bengali and Spanish speaking parents are on-hand, as these are the dominant home languages spoken in our school. The Translation and Interpretation Unit is used if no translation is available.

3. Parent Surveys, the school's annual Learning Survey, PA meetings and School Leadership Team meetings are means of obtaining data on parents' needs. The Parent Coordinator and the Administration participate in PA meetings and School Leadership meetings and review the Parent Surveys to determine the needs of parents. Workshops are scheduled to address the needs identified in the surveys. The Parent Coordinator seeks resources for workshops pertinent to identified parent needs, outside academic areas (i.e. gang awareness, internet safety, CPR). Translators for Bengali and Spanish speaking parents are on-hand, as these are the dominant home languages spoken in our school. The Translation and Interpretation Unit is used if no translation is available.

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.

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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.

1. All staff, including our principal, 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. Secretaries attend meetings provided by the network and Central to ensure proper processing. We held two full day professional development training sessions for all staff on the Common Core State Standards in ELA and Mathematics, aligned with Social Studies and Science, to support all students (including ELLs) in learning, critical thinking and speaking. Teachers and staff participate in various professional development opportunities including content

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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. Throughout the school year, our ESL teacher (Ms. Mary Beth Burns) is part of providing professional development to expand teachers' knowledge of methodologies for working with ELLs and supports the fulfillment of the required ELL training for all staff, as per Jose P. Our professional development training in the Common Core State Standards also supports this requirement. Presentations regarding total physical response, differentiated instruction using various modalities are included. Attendance and agendas evidence this. Professional Development records and sign-in sheets are kept in the school's P.D. binder which is located in the administration's office.

E. Parental Involvement

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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?
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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. Translators for Bengali and Spanish speaking parents are on-hand, as these are the dominant home languages spoken in our school. The Translation and Interpretation Unit is used if no translation is available.

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Part V: Assessment Analysis

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

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

1. From the data gathered from ECLAS, DRA and NYS ELA and Math assessments, students' academic strengths and weaknesses in

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

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)	13	13	8	7	6	7								54
Intermediate(I)	0	7	3	7	3	2								22
Advanced (A)	7	3	3	6	16	8								43
Total	20	23	14	20	25	17	0	0	0	0	0	0	0	119

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	2				1							
	I	3	2	2	2	2	2							
	A	9	3	9	2	4	4							
	P	7	4	12	21	16	11							
READING/ WRITING	B	10	4	5	4	4	4							
	I	7	3	7	3	2	4							
	A	1	1	6	16	7	5							
	P	3	3	5	2	9	5							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	12	4	0	21
4	6	11	5	0	22
5	7	5	1	0	13
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	4	0	11	0	8	0	0	0	23
4	4	0	13	0	2	0	4	0	23
5	4	0	10	0	3	0	1	0	18
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	2	0	5	0	13	0	3	0	23
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:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. From the data gathered from ECLAS, DRA and NYS ELA and Math assessments, students' academic strengths and weaknesses in specific reading skills (phonemic awareness, decoding, reading comprehension skills etc.) and math skills are identified. Data used to evaluate student progress drives instruction and planning. Strategies are developed that will support students in the areas that are deficient. This data is also used to plan Academic Intervention Services for students. Response to Interventions are monitored and shared among service providers regularly to improve student performance. Students who perform higher on ECLAS-2 and on DRA have a stronger grasp of phonemic awareness, decoding and comprehension, and are prepared to achieve greater proficiency on the NYSESLAT.

2. The data patterns reveal that of the four modalities of reading, writing, listening and speaking, the students score higher in the listening and speaking than in reading and writing. Based on this analysis, students are supported in these areas and will read and write everyday. 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.

Newcomers (non-English speaking students) are generally scoring at a Beginner level. Kindergarten Lab scores vary from Advanced to Beginner.

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.

Classroom teachers, ESL teachers, AIS teachers are involved in the process.

4. Our freestanding ESL Pull-Out Program:

- 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.
 - 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.
 - We learn how much incremental progress each student is making, as is evidenced on these exams, as well as other researched-based assessments. This assessment data informs our planning and instruction.
- Native Language is not used.

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

School Name: <u>Norwood Heights School</u>		School DBN: <u>10X056</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Priscilla M. Sheeran	Principal		12/1/11
Maureen O'Neill	Assistant Principal		12/1/11
Carmen Garcia	Parent Coordinator		12/1/01
Mary Beth Burns	ESL Teacher		12/1/01
Carmen Lugo/PA Co-President	Parent		12/1/11
Tara Cushing/Art	Teacher/Subject Area		12/1/11
E. McGill/Conflict Resolution	Teacher/Subject Area		12/1/11
Mary Finn (literacy)	Coach		12/1/11
Daisy Melendez (math)	Coach		12/1/11
	Guidance Counselor		12/1/11
Maria Quail	Network Leader		12/1/11
Sonia Menendez	Other <u>SAF</u>		12/1/11
Anna Moriarty	Other <u>Speech</u>		12/1/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X056 **School Name:** Norwood Heights School

Cluster: 1 **Network:** CFN109

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.

The predominant language in our school is Spanish, followed by Bengali. Based on the information in ATS (as stated in Part A: #1), translations are provided for written and oral communications by the NYC DOE Translation and Interpretation Unit and/or staff members. Written translations into Bengali and Spanish have also been provided by teachers of our Adult Education Program and our Elementary School program. Other parents also support non-English speaking parents regarding notifications that are sent to parents regarding student performances, AIS offerings and expectations for parent participation. All major findings and needs are reported and discussed at School

leadership meetings and supports for parents are noted and updated in our CEP each year.

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.

Written translations are obtained from multiple sources. The NYCDOE website is used to access parent notices(in needed languages) that are generic in nature to all parents of students in NYCDOE public schools, including Parents Bill of Rights and Responsibilities, Promotion In Doubt Notices, Summer School and other forms. For those notices and requests specific to P.S. 56 parents, staff members and translation units translate into parent preferred languages. Knowing the sources available and the timeframe required to request and obtain translated documents allows us to schedule translation services accordingly.

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.

Translators will be solicited for parent-teacher conferences from staff first, parents second, and if not available, a translating service. 97% of our oral translation needs are met in this manner. For those parents of other languages, the Translation Unit provides phone interpretations.

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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Norwood Hts. School	DBN: 10X056
Cluster Leader: Corinne Rella Anselmi	Network Leader: Maria Quail
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 115 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: A.M. Program Mon-Fri, 7:45-8:15 a.m., October 29, 2011-May 31st, 2012. One teacher works with 10 grade one students in English language acquisition using Reading a-z and Award Reading program by an ESL State certified teacher. Our Saturday Academy Program 10/15/11 through 5/5/12, 9 a.m. to 12 noon, serves 50 students grades 3, 4 and 5 to support English language acquisition (decoding, fluency and comprehension skills in content areas and mathematics) by three ESL State certified teachers. In addition to using Reading a-z and the Award Reading program, the Achieve3000, an interactive reading program, is also used. These programs are scaffolded for students' entry point. Each program addresses language acquisition through vocabulary building and comprehension which also improves fluency. Reading a-z, Achieve3000 and the Award reading programs have built-in assessment tools to monitor each student's ongoing progress and needs. Both our Morning and Saturday programs are conducted in English.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional development is provided by administration (Mrs. Sheeran and Ms. O'Neill) and literacy coach (Mrs. Finn) to ensure that instruction and services for ELLs is exemplar. Ms. Caceres, Ms. Burns, Ms. Ahmed and Ms. McCarthy receive ongoing professional development, which includes initial training and planning for teaching and assessment of students on each level. For the ESL Morning program, the teacher met with administration the week of October 11th (11th, 12th, 13th and 14th) from 7:45 to 8:15 a.m., in addition the teacher participated in P.D. with administration in November, during the week of November 14th, and will meet again the week of March 26th for P.D. For the Saturday Academy, PD is scheduled a minimum of 4 times a year for assessment of students and planning for differentiated instruction. PD for the Saturday Program is scheduled every week from 12 to 12:30 p.m. and is provided by the administration and ESL coordinator, Ms. Burns. P.D. topics for both programs include, but is not limited to, differentiated instruction, technology in the classroom, using student data.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: To support higher achievement for ELLs, there is adult ESL instruction on Tuesday and Thursday evenings from 5:30 to 8 p.m. beginning December 6th through May 18th, 2012 serving approximately 35 parents. Letters were distributed to all parents within the school community in Bengali and Spanish inviting them to participate in this program. Parents are advised that a pre and post assessment to identify level of instruction will be administered. Mr. Saleem Ahmed is the adult education instructor. Ms. Grecia Marcano assists in this program. Technology and textbook are the teaching tools used. This parental engagement activity is not funded through Title III funds. It is funded through other sources.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

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) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		