



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

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

PRINCIPAL:

EMAIL:

SUPERINTENDENT:

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
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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.
 -  **To focus on the infusion of the CCLS into our current teaching practice of literacy; resulting in an 80% implementation of the new CCLS.**

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.
 -  **A schoolwide approach to curriculum mappings shows a need for additional staff development in implementation of CCLS.**

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:
 - strategies/activities that encompass the needs of identified student subgroups,
 -  **Teachers of all student groups will continue participation in directed staff development that develops needed skill and proficiency in CCLS in literacy.**
 - staff and other resources used to implement these strategies/activities,
 -  **Professional Development will be provided by Literacy Specialist from network to guide and assist teachers.**
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 -  **Professional Learning teams will collaborate and plan curriculum maps for literacy development.**
 - timeline for implementation.
 -  **By February 2013 students will be able to complete at least one rigorous task that demonstrates using a written response to the informational text through group activities and prompting and support.**
 -  **By June 2013 students will complete at least one rigorous task that demonstrates using a written analysis of informational texts.**

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.

-  **Family workshops have been offered that give families skills and information on helping their children with CCLS**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). **The use of tax levy and title I funds will be used to purchase necessary materials for students and staff. Math and Literacy coach, CFN406, and supervisors.**

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - ✚ **By June 2013 students will complete at least two rigorous task that demonstrates using mathematics to solve authentic problems in our world.**

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.
 - ✚ **As a result of preparation and review of curriculum maps and lesson plans teachers have requested additional support in mastering the CCLS in mathematics.**
 - ✚ **Survey of teacher needs, and results of one on one conversations with staff, support is needed in developing a coherent understanding of the tasks imbedded in the CCLS.**

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,
 - ✚ **Teachers of all student groups will continue participation in directed staff development that develops needed skill and proficiency in CCLS in mathematics.**
 - b) staff and other resources used to implement these strategies/activities,
 - ✚ **Professional Development will be provided by Math Coach to guide and assist teachers.**
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - ✚ **Professional Learning teams will collaborate and plan curriculum maps for mathematics development**
 - d) timeline for implementation.
 - ✚ **Curriculum mapping began in Spring 2012, Revisions and planning continue, Task work will be done beginning January 2013**
 - ✚ **Professional Learning Teams will focus on assessing student work and on developing rubrics that are consistent across the grades.**

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.
- **Family Workshops have been planned that will give families skills and information on helping their children with CCLS.**
- **We have family literacy/math nights that support family involvement.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). **The use of tax levy and title I funds will be used to purchase necessary materials for students and staff. Math and Literacy coach, CFN406, and supervisors.**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, there will be an increase of 5% of the children with disabilities in grades 4 and 5 making yearly progress as measured by the 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.
Item analysis data from the 2012 New York state ELA exams were examined to identify the needs of the students. Scores from predictive and diagnostic assessments furnished by Acuity were analyzed to demonstrate student academic needs over time. Students' Individualized Educational Plans (IEPs) were reviewed for data and new goals were written in accordance with this 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.

All teachers associated with each grade will meet during common preparation periods and professional development sessions to create ELA unit maps based on the Common Core Learning Standards. Assessments will be aligned to the content and skills that are being taught. Differentiation activities will be planned by the grade so all children will master the skills. Activities during guided and group reading lessons will address the follow content – main idea, character, cause/effect, inference, author's purpose, and theme. Writing in response to reading will be developed through various writing activities including persuasive and essay writing.

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.
Parent workshops will be held to describe strategies parents could employ to assist the students in learning the content and skills.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I _____ Title IIA _____ Title III x Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). **The use of tax levy and title I funds will be used to purchase necessary materials for students and staff. Math and Literacy coach, CFN406, and supervisors.**

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA			
Mathematics			
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

**P.S. 56 has a staff of Highly Qualified teachers with the minimum seniority of 9.6 years.
P.S. 56 has student teacher partnerships with Medgar Edgars, Brooklyn College and NYU**

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Lee Tzongjin/ Pierre Wladimir	District 13	Borough Brooklyn	School Number K56
School Name Lewis H. Latimer			

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

Principal D.Clark Johnson	Assistant Principal S.Wallace-Anderson
Coach type here	Coach E.Blaustein/mathematics coach
ESL Teacher Olga Tyminska	Guidance Counselor J.Mcgrea
Teacher/Subject Area Joan Hochman/SETTS	Parent type here
Teacher/Subject Area type here	Parent Coordinator 1
Related Service Provider type here	Other type here
Network Leader type here	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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special 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	0		

D. School Demographics

Total number of students in school	256	Total Number of ELLs	13	ELLs as share of total student population (%)	5.08%
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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. 

Part II: ELL Identification Process:

1a,b. There are different steps followed for the initial identification of those students who may possibly be ELLs. These steps include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English with the parents and in the native language, and the formal initial assessment. It is the responsibility of trained pedagogues to administer the HILS at our school, to discuss home language with the family, and provide assessments to determine eligibility for English language support services. We stress the importance of attentive engagement with parents during the home language identification process. Translation services are available during ELL identification or by a person in a school: a pedagogue, Para or a qualified pedagogue who is proficient in the language of a parent. In our school Ps 56 we have pedagogues and Paras who speak Spanish, Arabic and French. This process must be completed within 10 school days of initial enrollment as per CR Part 154.

After the informal interview, initial screening and HLIS administration, if the child is identified as an eligible candidate for ESL instructional services, the ESL teacher Olga Tyminska who speaks Polish gives the child the Language Battery Assessment (LAB-R) test to identify the child as an English Language Learner or English Proficient. The test establishes English proficiency level. Hand scores are done after administering the LAB-R test which are kept confidential and are checked after the formal scores are shown in the system. Furthermore, if the student is a Language Learner and speaks Spanish the Spanish LAB-R is given to a qualified pedagogue who is proficient in this language to determine language dominance. PS 56 informs parents of their child's placement providing parents with notifications and information and maintaining a dialogue with the parents in English or their native language.

ESL students are annually evaluated using New York State English as a Second Language Achievement Test (NYSESLAT) which is a test developed by the New York State Education Department to English Language Arts (ELA) proficiency levels (beginning, intermediate, advanced) of ELLs—is administered each spring. Proficiency levels determine the appropriate ratio of English to native language use. NYSESLAT is the only approved test for measuring LEP students' level of English proficiency annually to determine whether or not the student continues to be ELL. Additionally, students are given the periodic assessment tests which prepare them for the NYSESLAT. Students are being prepared throughout the school year to take NYSESLAT.

Also, the results of the ESL students who took the NYSESLAT the previous year are printed out from the ATS (RLAT) and carefully reviewed by the ESL teacher. At the beginning of the school year, after the NYSESLAT test is taken the ESL teacher analyzes the students' data and their proficiency levels in the 4 modalities reading, writing, speaking and listening so that the ESL teacher is able to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year. Ps. 56 notifies parents in their language of NYSESLAT outcomes and program eligibility before the beginning of the next school year. The students who achieved proficiency receive the achievement diploma and their parents are informed by the Non-Entitlement letter from the ESL teacher. Those who have not tested out are put into the groups according to their age and English proficiency levels: Beginning, Intermediate, Advanced or Proficient. Students who transition to all-English monolingual classes receive ESL support,

supported by state funds, according to CR Part 154.

1c. ESL students are annually evaluated using New York State English as a Second Language Achievement Test (NYSESLAT) which is a test developed by the New York State Education Department to measure English Language proficiency and it is administered each spring. Proficiency levels determine the appropriate ratio of English to native language use. NYSESLAT is the only approved test for measuring LEP students' level of English proficiency annually to determine whether or not the student continues to be ELL. Additionally, students are given the periodic assessment tests which prepare them for the NYSESLAT. Students are being prepared throughout the school year to take NYSESLAT.

In the beginning of the school year, after the NYSESLAT test is taken the ESL teacher analyzes the students' data and their proficiency levels in the 4 modalities reading, writing, speaking and listening so that the ESL teacher is able to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year.

Every year there are many steps taken to ensure all ELLs receive the NYSESLAT annually. ESL teacher ensures that all ESL children receive the NYSESLAT. The results of the ESL students who took the NYSESLAT the previous year are printed out from the ATS and carefully reviewed by the ESL teacher. We run the RLAT codes in the ATS (NYSESLAT history report) to ensure that all eligible students are administered the NYSESLAT and receive their mandated hours of ESL service (NYSESLAT scores and LAB scores in the past 3 years) and RLER (students eligible to take the LAB-R or NYSESLAT, as well as NYSESLAT combined modality report (RNMR) and REXH (Exam history report). We also check ATS report the list of ELLs' to ensure all the students took LAB R, (RLAB in ATS) and that we have all the hand scores for the new admits. Also we ensure that all the students are entered correctly in BESIS every year. The pedagogues who administer NYSESLAT are ESL teacher Olga Tyminska and Ms J.Hochman, SETTS teacher and Ms. G.Quinzani, the first grade teacher. The school administrators are involved in the testing process. When we administer the NYSESLAT, we make sure that all students have taken all four components (speaking, listening, reading and writing) and that the administration of the components are in the following sequence within the mandated timeframe: speaking, listening, reading and writing. We keep track of their attendance and offer make-up sessions.

ATS reports are used to determine NYSESLAT eligibility. One of the ATS report that determine NYSESLAT eligibility is RLER (List of students eligible to take LAB-R or NYSESLAT). Also ESL teacher checks the Home Language Code in RPOB in ensure there is no mistake, and all the language codes are correct. Ps. 56 notifies parents in their language of NYSESLAT outcomes and program eligibility before the beginning of the next school year. The students who achieved proficiency receive the achievement diploma and their parents are informed by the Non - Entitlement letter from the ESL teacher. Those who have not tested out are put into the groups according to their age and English proficiency levels: Beginning, Intermediate, Advanced or Proficient. Students who transition to all-English monolingual classes receive ESL support, supported by state funds, according to CR Part 154.

2. When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Then, in order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. To ensure the proper communication between school and ELL parents, the HLIS are distributed according to home languages. The entitlement and non-entitlement letters are distributed to all of the parents whose children had been administered LAB-R to inform them about their child's identification within ten days of their enrollment. There is a strong collaboration between our articulation personnel and our certified ESL teacher Olga Tyminska to make sure that all new entrants are identified as eligible or not within those ten days of their initial enrollment. In addition, the parents of the children who scored below the cut off scores receive the letter with the ELL Parent Brochure that describes and explains all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) and Parent Survey and Program selection form together with the invitation to the Parent Orientation meeting, all in their home language. They are required to be returned to the ESL teacher, and if not available, to the Parent coordinator or the classroom teacher who in return, give it back to the ESL s.

During the first two weeks after the beginning of a school year, the parents of ELLs are informed about their child language assessment and invited to the Parent Orientation meeting. Parents who cannot attend are given the options to reschedule an appointment and attend a make-up parent orientation session. We have teachers and paras who assist us with the translations with parents and whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents. During a meeting parents view a parent

information CD, or watch it online where program placement options are presented with clarity and objectivity(Transitional Bilingual, Dual Language, Freestanding ESL) and are available in nine languages. After they watch a video the ESL teacher discusses with parents the choices, the different programs available and describes the plans(Transitional Bilingual, Dual Language or Freestanding ESL). The Parents/Guardians are given an opportunity to ask questions so that they can make an informed placement selection. The parents/ guardians are told to read the survey, make their selection and return signed documents. Children are placed as per parent choice. Our schools ensures that parents understand all three program choices. Parents are also provided with the information on the State Standards, assessments, school expectations and the general program requirements of our ESL program.

After reviewing the the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is that 100 % of them expressed their desire to have their children enrolled in a Freestanding ESL program and we are proud to say that the programs offered at our school are aligned with our parents' requests. In the past we didn't have any parents who previously chosen a TBE/DL program. If in the future we have any parents who choose these programs we would inform them about their options when the program becomes available in our school. This year was the first time when one of our parents expressed the desire for a Bilingual Program, but he is reluctant to leave our school since the Bilingual Arabic school is located far in Bronx and so far he is happy with the our Free standing ESL program. Being a beginner he benefits from our ESL pullout beginners class.

3. There is a strong collaboration between our articulation personnel and our certified ESL teacher Olga Tyminska to make sure that all new entrants are identified as eligible or not within ten days of their initial enrollment. An entitlement letters are given the parents who had been administered LAB-R and scored below the cut off scores. An entitlement letters and the Program Selection form are provided to parents in their home languages by ESL teacher Olga Tyminska to inform them about the child's identification and the child is enrolled in the appropriate program within ten days of registration. Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. Copies of entitlement letters and other letters are kept on file in a secure place and kept confidential. Parent coordinator and other school personnel are able to access entitlement letters, Parent Survey and Program Selection forms and other documents throughout the year in a centralized location in the ESL classroom.

Parents/guardians of newly admitted ELLs are notified over the phone in the appropriate language about the ELL Parent Orientation session where they are provided with information and explanations about the ESL services offered here at PS56. They are also shown the video where program placement options are presented with clarity and objectivity in the appropriate language. The Parents/Guardians are given an opportunity to ask questions so that they can make an informed placement selection. Parents who cannot attend are given the options to reschedule an appointment and attend a make-up parent orientation session and the ESL teacher follows up with a personal mailing, and phone calls if necessary. In the event there are parents/guardians who do not speak English, we offer them the necessary information in their mother tongue by using existing translator services and in-house translations conducted by our bilingual staff (Available through the office of translation service within the DOE). The parents/ guardians are told to read the survey, make their selection and return signed documents. The submitted forms are closely reviewed by ESL teacher in order to confirm to the choice of the parents, and any requests or concerns are brought to the attention of school administrators.

4. There are many criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs. Students are placed in the ESL group according to their proficiency level, the results from the LAB-R and the NYSESLAT results. Ps 56 notifies parents of NYSESLAT outcomes and program eligibility at the beginning of the school year. ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services and continued entitlement letters are distributed to them. ELLs scoring at or above proficiency are no longer entitled to ELL services through state funding and can enter all-English monolingual classes and Non Entitlement/Transition Letters are distributed to them. In order to place an identified student in the bilingual or ESL program parents are given program choices based on Parent Survey and Program Selection Forms, parent brochure, and DVD. Parents have the choice to place their children in the bilingual schools in NYC as per Aspira Consent Decree and the ESL teacher provides them with the list of bilingual schools if needed. The parents are informed about their children placement and the placement letters are distributed to them in their native language. The communication or consultation activities with the parents are also in their native language. During the meetings the translation is available with parent, either Para, or a pedagogue or the translation services over the phone are used. Parents of newly enrolled ELLs are invited to two additional informational meetings as required under Part 154. CR154 mandates orientations in 10days of registration. The Parent Coordinator is organizing weekly parent workshops, monthly PTA meetings, and monthly Family Fun Activities. They are also provided with an access to the translation unit.

5. Parents complete the parent selection form and the school will confirm to the parental choice selections. The results of the Parent

Choice paperwork indicate that most parents choose the Freestanding ESL program. Surveys are available at the school for review. Last year, we had the first case of a lower grade student who requested transition to the bilingual school. In recent years, ELL parents have been reluctant to leave PS 56, and are content with their final choice. All parent - related documents can be found in the ELL parent information card. Ps 56 reviews the Parent Survey and Program Selection forms from the past years and monitors trends in parent choice by keeping copies of Parent Choice paperwork from previous years and analyzing the trends.

6. The program models offered at our school is aligned with parent request. To build alignment between parent choice and program offerings we give them sufficient information about the program and explain the benefits of choosing the program of their choice for their children. Because of the low number of ELL population at PS 56, Freestanding ESL is the only program offered.

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

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

ELL Program Breakdown														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	2	1	4	3	2	1								13
Push-In														0
Total	2	1	4	3	2	1	0	0	0	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	1
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	12		1	1						13
Total	12	0	1	1	0	0	0	0	0	13

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
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				2		1								3
Chinese														0
Russian														0
Bengali			1											1
Urdu														0
Arabic	2	1	2		1									6
Haitian														0
French				1	1									2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	2	1	4	3	2	1	0	13						

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?

Programming and Scheduling information

1. Our program implements a Freestanding pull-out English as a Second Language (ESL). The language of instruction is English. Program services children daily as a part of their language development and academic instruction. In this program the ESL teacher provides ESL instruction out of class setting and students are grouped by language fluency within age parameters therefore, the program most often follows the homogenous model (same proficiency levels in one class). ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction.

The program helps ELL students to achieve proficiency and attain the standards established for all students for a grade promotion and graduation. The primary goal of this program is to assist students in achieving English Language proficiency within three years. Also the goal is to amplify the literacy and academic skills of ELLs who participate in this program and to incorporate recognized and researched based ESL instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas. The school directly provides or makes referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain satisfactory level of academic performance.

The ESL teacher serves her students in two schools: Ps. 56 and Ms. 103. The total number of students in the Ps 56 is 256 . In this Freestanding pull - out ESL component we have 13 students, from grades K-5. They range from Beginners to Advanced Proficiency levels. The number of beginners is 7 , intermediate 3 and advanced 3. All the beginning, intermediate and advance students receive daily, small group ESL instruction. The Kindergarten population consists of 2 students, 1 grade ELL population consists of 1 student, 2 grade ELL population consists of 4 students, the 3 grade ELL population consists of 3 students, the 4 grade ELL population consists of 2 students, 5 the grade population consists of 1 student. The Special Education population has 1 student in the Ps 56 and they are identified and served as per the IEP. Languages spoken are mostly Arabic, Spanish, French, African dialect and Bengali. In the school there is 1 special education student and 12 general education students.

2. Organization of our staff ensures that the mandated number of instructional minutes is provided according to the proficiency levels in our ESL classes. The schedule of our ESL students is provided to our principal who approves it. In compliance with CR Part 154 all our students depending on their proficiency level receive from 180 minutes to 360 minutes a week of ESL. All Beginner and Intermediate students receive 360 minutes of ESL instruction per week, and Advanced students receive 180 minutes. Students are grouped by language

A. Programming and Scheduling Information

fluency within age parameters. The program serves all students with limited English proficiency (ELL) until they achieve proficiency in the English language. ELL students attend reading and Writing workshops which totals 405 minutes a week. According to the grade, all P.S 56 students receive either one period of Math everyday, around 450 minutes per week. All students receive three periods of 45 minutes of Science and Social Studies a week. They receive required instruction in Health, Library and at least one Physical Education a week.

3. Students of limited English proficiency receive the same academic content as those students who are native English speakers. The content area instructional component provides grade and age level appropriate instruction in the required content area subjects in English in a systematic and structured way, and its design to develop the cognitive skills of limited English proficient students. In order to maximize English language acquisition for ELLs, the ESL and classroom ESL teacher works closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. To help students to progress in these programs, we utilize the following practices: Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. We also utilize collaborative planning between ESL, ELA, Math teachers and other content areas teachers for each unit. Additionally, we continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement. In all content areas the teachers are concerned with the language needs of ELLs and modify their instructional language and scaffold the instruction in order to ensure students understanding. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning. Also math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension. ESL teacher modifies and supplements the curriculum in accordance with ESL teaching methodologies. In Ps.56 there isnative language support in ESL class. Students are allowed to use their native language with the teacher and/or peer to express understanding or ask for clarification. Books in different languages, Weber dictionaries, picture dictionaries and bilingual dictionaries are available to support instruction. The schools directly provides or makes referrals to appropriate support services and instructional methods that may be needed by ELL students in order to achieve and maintain satisfactory level of academic performance.

In order to help ESL students to achieve proficiency in language so that they could attain the same standards established for all students at each grade level- the Articulation Forms are filled out monthly by the classroom teachers. ESL teacher plans carefully with general education teacher to ensure curriculum alignment. They serve in communication between ESL teacher and content area teachers to plan ESL curriculum and activities for each grade level. Also, the Literacy by Desing program used at PS 56 has ESL specific component which helps ESL teacher align the ESL and general education class curricula and activities for each grade level. All English Language Learners (ELLs) are instructed in English using Total Physical Response, Cooperative Learning and Cognitive Academic Language Learning Approach. In the ESL classroom, many different practices are utilized such as: Scaffolding, Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.

Our performance data in ELA, math, science and social studies shows that our ELL population needs to work on their academic language skills as well as on their reading and test taking strategies. Therefore, the ESL teacher is focusing on those areas in the classroom instruction. The performance on standardized tests also informs ESL teacher for the future planning. In addition, we are assisting students during work periods, conferencing with students in and out of class and do informal assessments, and running records. Additionally, we do small group sessions prior to all state assessments, to focus on literacy and academic language. Technology is used to promote ELL achievement and progress.

4. ELLs have diverse learning needs are based on many factors, including age of literacy in the first language and English arrival, home literacy, years of formal education, immigration status, disability status and cultural expectations of school. These factors should be taken into consideration when examining performance of ELLs on standardized tests and assessments. At the beginning of their first year at school, students and their parents are informally interviewed to find out about the students' background. Those who speak Spanish at home and score at or below proficiency level on the English LAB-R, are also administered Spanish LAB-R to determine language dominance. We have many paras who speak different languages and who assist us with their translations and work throughout the year with ESL teacher and the classroom teachers. We also use over the phone translation unit if it is necessary. In regards to language, all ESL students are provided with the testing accomodations such as bilingual dictionaries and glossaries, the use of English and alternate language editions of the test or the oral test translation in a case where there is no translated edition provided by the Department. All translations are oral, direct translations of the English editions. ELL making use of alternative language editions or of oral translations may write their

A. Programming and Scheduling Information

responses to the open-ended questions in their native language. ELL students may also use both an English and an alternative language edition of the test simultaneously. Native language dictionaries, picture dictionaries in different languages and native language books are often used in the ESL classroom. Report cards and any other information on the student is given to students and parents in their native language.

5. Our goal for the school's LAP is to ensure that instruction is designed to mediate the learning of various proficiency classifications: newcomers, SIFE, long-termed ELLs, and beginner, intermediate and advanced. We have compiled assessment data from ACUITY, ARIS, LAB-R, NYSESLAT and State Assessments results to analyze the strengths and weaknesses of our ELLs in specific modalities. In order to determine number of years of ESL service for ELLs, school administrators we use RYOS code on ATS. ELL population consists of many subgroups, and they all require differentiated instruction:

a) Plan for SIFE:

This year PS 56 has no SIFE student (Student with Interrupted Formal Education) but once SIFE students are identified, PS 56 would make the individual needs assessment with the attention to their learning gaps in the instruction, monitor the progress of those students and their scores on the NYSESLAT, ELA and Math assessments, and provide support in all content areas to differentiate instruction for literacy needs. One of the options is to place such a student in a lower grade. This would be done on a case by case basis and with informed parental consent. PS 56 would make available all existing support structures such as ESL, Extended Day or Speech which could benefit the student.

For these students our intervention plan also includes:

- Provide academic intervention services as an extension of the regular school program on both push in and pull out services.
- Making an individualized student needs assessment.
- Differentiation of instruction in all areas.
- Grade appropriate instructional support materials.
- Communicate closely with the parents to monitor their children's progress.

b) Plan for Newcomers:

This year PS 56 has many newcomers and it is a majority of the ELL population. When a new student is registered in our school, we provide the following resources to facilitate the transition:

- Buddy system identifying a similar student in his/her class that will assist during the day. Finding a student who speaks the same language as ELL who can help him/her in the classroom.
- An informal student orientation.
- Encourage student to participate in After School activities and to involve the student in the girls or boys scouts program, school's band, schools celebrations and other programs.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication is an important factor for our newcomers.

The newcomers who have been in the US schools for less than three years are provided with a variety of strategies and materials are used to aid their instruction: scaffolding, picture dictionaries, photo cards, realia, manipulatives. Those students who arrive in 3rd grade or later are required to take ELA test after one year. In addition to the support received in ESL class, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them during the tests as well as translated tests editions may be available.

c) Plan for ELLs receiving service 4 to 6 years.

A. Programming and Scheduling Information

For the students who 4-6 and Long-Term students, Extension of ESL services is requested. Differentiation of instruction for ELL students includes:

- After school program targeting reading and writing skills
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Communicate closely with the parents to monitor their children's progress.
- Encourage their participation in the school's programs to enrich their language and academic skills.

ELLs receiving service from 4-6 years are mostly at the Intermediate language proficiency level. Instruction for Intermediate students will focus on activities that are designed to develop higher level of language use in the content areas, expanding vocabulary, explicating teaching reading comprehension strategies, scaffolding academic language, modeling a think aloud verbalizing a confusing point. The writing process is broken down into stages. This process always starts with brainstorming activities that are visually displayed via graphic organizers. Grammar, spelling and punctuation rules are taught, as well as, the format for writing essays, reports, poetry and letters.

d) Plan for Long Term ELLs:

This year we don't have any long terms ELLs. An analysis of their scores on the NYSESLAT, ELA and Math assessments from the last years suggests that their problem is one of reading and writing.

The instruction for students who completed 6 years of ESL (Long Term Students) is especially focused on immersing them in a print-filled environment, providing context-enriching activities, engaging students in small group activities, providing multiple opportunities for students to learn. In addition to the support received in ESL class, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them during the tests. We also monitor the progress of students in all content areas to differentiate instruction for literacy needs. We encourage their participation in the school's programs to enrich their language and academic skills. In addition, we communicate closely with the parents to monitor their children's progress. We provide them with an after school program targeting reading and writing skills.

e) Plan for Special Needs Students:

This year we have only one of special needs ELL student. Our policy for special needs students includes:

- Collaboration between the ESL teacher and IEP contact person, school psychologist and school intervention team.
- Monitoring newcomer and SIFE student for possible special needs status.
- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Communicate closely with the parents to monitor their children's progress.

ELL program at PS 56 serves 1 special education student. As a policy for special needs students we ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. PS 56 students with special needs are integrated in the mainstream ESL program and put under the supervision of the teacher and school Health Coordinator. Based on the individual, ESL strategies and instructional methods are utilized.

6. The Freestanding ESL program follows the balanced Literacy model, the school's curriculum frameworks and ESL curriculum guides. It combines precisely leveled, print-based learning and teaching resources combined with engaging and motivating interactive multimedia technology that supports language and literacy proficiency for both ELLs and ELL-SWDs. It also provides an ELL component that supports the class curriculum and provides ELLs with scaffolding. The school uses Literacy by Design which also includes a specific ESL component, and writing program. All the grades are using also Everyday Math program. PS 56 would make the individual needs assessment with the attention to their learning gaps in the instruction, monitor the progress of those students and their scores on the NYSESLAT, ELA and Math assessments, and provide support in all content areas to differentiate instruction for literacy needs

A. Programming and Scheduling Information

The newcomers and SIFE students are closely monitored because those students may have to be referred to special services including speech, SETS, OT, PT and other services and in this process they must be evaluated by our school's psychologist to determine if they may need IEP. ESL teacher and other content area teachers use the instructional strategies and grade level materials that are appropriate for all ELL students including those with disabilities. Teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates and are closely monitored by their teachers and there is close communication with the parents to monitor their children's progress. PS 56 students with special needs are integrated in the mainstream ESL program and put under the supervision of the teacher and school Health Coordinator. Based on the individual, ESL strategies and instructional methods are utilized.

Differentiated instruction is used on a daily basis using different scaffolding techniques that provide access to academic content and accelerate English language development. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELL-SWDs. Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning. To both provide access to academic content areas and accelerate English language development, teachers of ELL including ELL-SWDs also use small group instruction, rich print environment, word walls, content area glossaries in different languages and leveled books. Teachers use all the time differentiated instruction and utilize visuals, games and hands-on activities to ensure the students' understanding of content area subjects while acquiring English. Everyday there is small class instruction and writing activities. Students also use technology support with the computers, leapPads, laptops and online resources. Furthermore, teachers of ELL students use grade level books which also have the ESL component to differentiate the instruction. Professional development meetings with classroom teachers and ESL teachers are also a very helpful tool of communication and a resource for planning the instruction.

7. Our school PS 56 uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. Both the content area teachers and ESL teachers work closely with our ELL and ELL-SWDs. In this freestanding ESL program, all ESL students including ELL-SWDs are pulled out from the classroom for 360 minutes for beginner and intermediate students and 180 minutes for advanced students. The ESL teacher also collects data of different test results (Acuity, Periodic Assessments, New York State test results) which also drives the instruction for the ESL as well as the classroom teachers. The teachers of ELL-SWDs are informed of their schedule so all the services can be provided. They need to be flexible in their scheduling to meet the diverse needs of ELL-SWDs. In the classrooms, the small group activities allow for differentiated instruction for ELL-SWDs and other ESL students. The school uses articulation forms as the means of communication between the ESL teacher and classroom teachers in an effort to maintain alignment of curricula across the grades with the ESL instruction. The teachers also share their curriculum maps with an ESL teacher and provide modifications for ELLs and ELL-SWDs in their classrooms in the least restrictive environment. Also, during the assessments, the children are grouped according to the standards and their abilities. In addition, our bilingual staff is always in place to provide additional language support for our diverse needs students for all ELL including ELL-SWDs. During grade level meetings, teachers discuss ELL-SWDs and ELL students' strengths and weaknesses and progress. Teachers attend PDs in school as well as outside the school, special education meetings, team care meetings, IEP meetings, Parent Teacher Association meetings and others which also give them support and ideas on diverse needs and instructional strategies for our ELL students and ELL-SWDs. In addition, our bilingual staff is always in place to provide additional language support for our diverse needs students. The goal of our ESL program is to foster full English proficiency in a supportive classroom environment that uses curricular, instructional, and scheduling flexibility to meet the diverse needs of all ELL including the needs of ELL-SWDs within the least restrictive environment.

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:

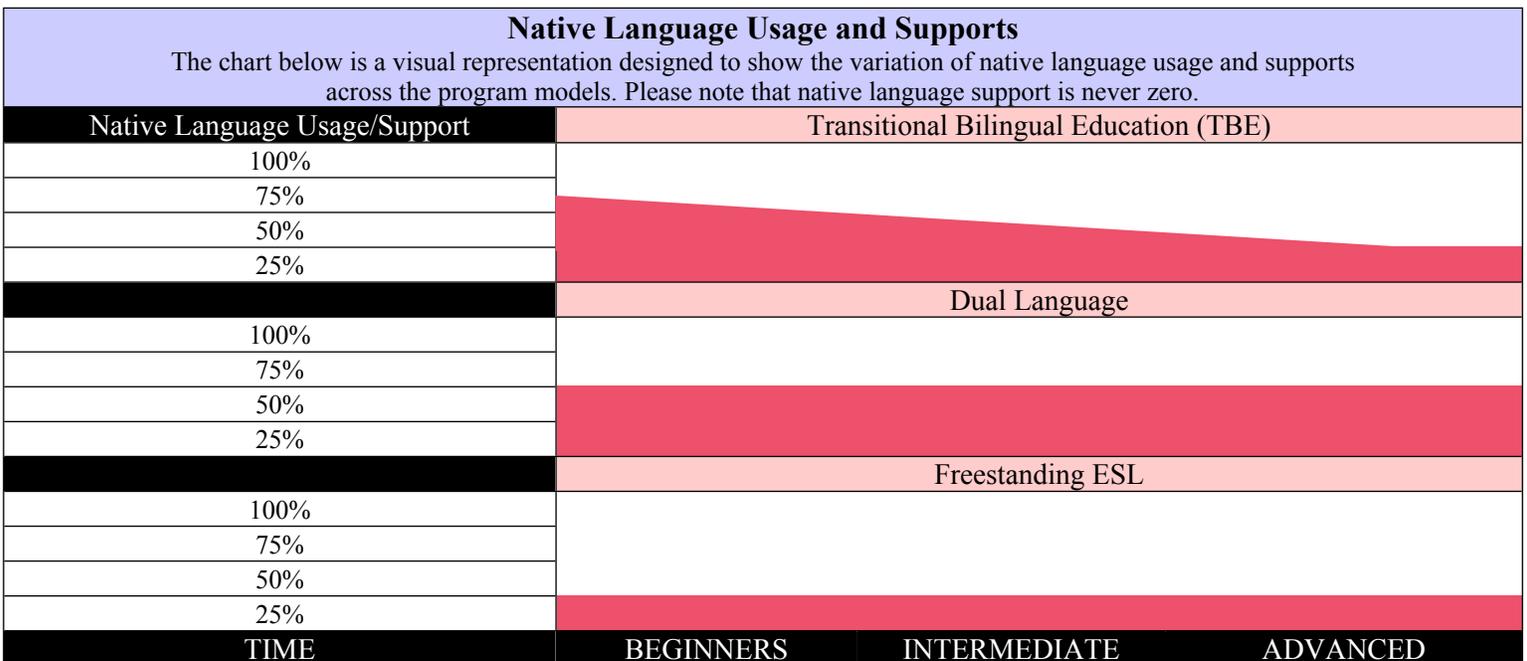
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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. The Freestanding ESL program follows the balanced Literacy model, the school's curriculum frameworks and ESL curriculum guides. The school uses Literacy by Design which also includes a specific ESL component, and TC writing program. All the grades are using also Everyday Math program. As Tier I intervention, the classroom teachers use the Intervention by Design program and Great Lips. Cluster teachers also serve as Academic Intervention Specialists to help classroom teachers as well as students in all areas that need improvements. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. There are many target intervention programs for ELLs in our school:

Target intervention programs for ELLs in ELA include:

ELA teachers as well as other content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning. Teachers use graphic organizers, picture dictionaries and different ELA computer based programs that scaffold the instruction. There is also an after school program and extended day program that include ELA component. Before the state exams ELL students together with other students work in small groups and practice for the ELA exam.

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze students' data to identify strength and weakness and utilize the findings to drive and differentiate instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs
- Ensure that Literacy coach works closely with teachers (ELA and ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Target intervention programs for ELLs in Math include:

Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on. There is an after school program and extended day program that include math component. Before the state exams ELL students together with other students work in small groups and practice for the Math exam.

Mathematics Content Area:

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.

Target intervention programs for ELLs in Social Studies include:

The school doesn't have any intervention services for Social Studies although classroom teachers who teach social studies scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension. Before the state exams ELL students together with other students work in small groups and practice for the Social Studies exam.

Implications for Social Studies:

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year.

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR part 154
- Ensure that teachers analyze data to identify the ELLs strengths and weaknesses to drive and differentiate instruction
- Monitor the understanding of linguistically challenging materials and use of variety of phrasings and synonyms to clarify meaning. Scaffold instruction with visual aids, such as maps, atlases, glossaries and dictionaries to increase comprehension. Provide our Spanish speaking ELLs with a Spanish version of the class textbook.

Target intervention programs for ELLs in Science include:

The school doesn't have any intervention services in Science although the Science teacher scaffolds her instruction with visual aids, using the science lab, hands-on activities and experiments. Students work in the school's garden every year, attend school science trips, and nature walks. Before the state exams ELL students together with other students work in small groups and practice for the Science exam.

Implications for Science:

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we utilize this year:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Provide our Spanish speaking ELLs with a Spanish version of the class textbook.
- Ensure that teachers analyze data to identify the ELLs strengths and weaknesses to drive and differentiate instruction.
- Ensure that teachers modify assignments, classwork and assessments using online translation tools to modify assignments, classwork and assessments.

Use of native language in intervention programs are:

Native language support is offered in the intervention programs in PS 56. Getting support in their native language will help accelerate the literacy gains in both the native language and English. Our ELLs are given support in their native language by being allowed to use bilingual dictionaries, translations, option of writing their answers in their native language. We have bilingual staff that help the content area teachers to translate their students answers

9. ELLs and former ELLs are entitled to the Testing Accommodations as per CR Part 154 Regulations. Ps 56 makes all necessary arrangements in providing these accommodations. The school has a plan for transitional support for two years for ELLs reaching NYSESLAT proficiency. Former ELLs are permitted to have testing accommodations for up to two years after testing out on the NESESLAT for all the NYS tests. Also parents of former ELL students are invited to the school wide and NYC conferences and workshops. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

10. This year a few apple computers were brought to the ESL class. There were some books and language games bought for ESL classrooms. In addition, we have a new printer and the scanner. RosettaStone English and Spanish language program was bought for ESL teacher to use in the classroom.

11. None of programs and services will be discontinued.

12. ELLs at PS 56 have equal access to all afterschool programs and supplemental services offered in our building and fully participate in all school programs. Students take part in the community building activities. ELLs are represented in all school programs such as After School Enrichment program for grades K-5, Extended Days Program three times a week, basketball team games, students's performances on the stage, school's band, dance groups, girls and boys scouts meetings and chores. Before the ELA and Math State tests, ELLs participate in afterschool program for the students in the proper grades. They also participate throughout the year in Monthly Spirit Days, Career Day, Harvest Day, Science Weekend, Book sale, African American history month and 100 Days of School. In addition, they participate in school trips.

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families and these include:

Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations and the school wide events, parents' workshop and volunteering including the Monthly Spirit Days, Career Day, Harvest Day, Book sale, African American history month celebration, 100 Days of School. At these events, the school and community can come together to recognize student achievements in arts and academics. Furthermore, school is organizing many school trips where parents often participate.

Additional supplementary programs: Parents are also invited to sport basketball team games, and students' performances on the stage including performance of the school's band, dance groups, girls and boys scouts meetings, or chores. The school also offers after School Enrichment - Virtual from YMCA as well as 37 minutes extended day AIS program from Monday to Thursday. We have ELA teachers and Special Education teachers that work closely with the ELL students in differentiated instruction to meet their required needs.

Translation and Interpretation Services help schools give information to parents in other languages and are offered to increase the involvement of parents in the schools programs. Additional funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services are a daily help in communication between school staff and parents. Bilingual paras are available to help to communicate with students and parents.

13. Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model and the Literacy by Design. This includes the use of high interest / low level texts and leveled library. The exception to this pattern is where materials are used to familiarize students with the state assessments, including: Attanasio and Associates Getting Ready for the New NYSESLAT, New York State Coach: ELA and New York State Coach: Mathematics. PS 56 follows the balanced Literacy model. The school uses the Literacy by Design which also includes a specific ESL component, and TC writing program. All the grades are using also Everyday Math program.

Students are provided with books, tapes and assisted technology to promote student achievement and success. The ESL classroom has the library level books and magazines, high interests books, content areas books for Math, ELA, social studies and science, bilingual books, large print books and poems, math and language games and activities and the cd player that are used daily by the teacher and the students.

The ESL teacher also uses technology to support ELLs in the classroom. Assisted Technology is IEP mandated. The ESL teacher also uses four stationary computers, laptops and technology lab, so students can use programs that help them with phonics, vocabulary, reading, writing for example Starfalls.com and math for example Mathplayground or Aaamath.com. In addition, the internet resources are used to practice math, ELA and other content areas and to prepare ELL for the state tests as well to study phonics, vocabulary, reading and writing. Also movies and stories online are used in ESL classroom. In addition, students use Acuity on the internet to practice for the state tests.

The Wilson program is used for learning foundations in writing, spelling and phonics. The Leap Frog computers are also used to develop the students' vocabulary and the reading comprehension, as well as phonics and pronunciation. CD player is used so students can listen to the stories and songs.

Also content area materials are used in the classroom: chapter books, social studies books, science books, and ELA and Math content area books. The Picture dictionaries, Weber dictionaries as well as Bilingual dictionaries are also frequently used in the ESL instruction. Native language materials are used to support ELLs. Books in different languages listening tapes and the bilingual picture dictionaries are available to support instruction and to help the students develop their skills in phonics, reading, vocabulary, listening, writing and math.

The Freestanding ESL program does not use a particular text but rather uses literacy instruction. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- A- NYSESLAT
- B- New York State Core Curriculum: ELA
- C- New York State Core Curriculum: Mathematics

14. In PS 56 there is native language support in ESL class. Students are allowed to use their native language with the teacher and/or peer to express understanding or ask for clarification. Books in the different languages, Weber dictionaries, picture dictionaries and bilingual dictionaries are available to support instruction as well as for the students to take home. As a testing accomodation, the bilingual glossaries may be provided when taking all State examinations and also the Department of Education may provide them with translated editions of some tests.

15. The required services support, and resources correspond to ELL's ages and grade levels. The services provide support needed by ESL students to achive and maintain a satisfactory level of academic performance. ELL acquire and develop English language skills while meeting their grade and age level standards in core subjects. ELL students are assessed on an ongoing basis with the help of Acuity and Periodic Assessments.

16. Our ELL population is quite small- not enough to make a subgroup population. As such, we conduct orientations with the parents as they enroll their children and after the child is identified as an eligible candidate for ESL instructional services. Although, PS 56 conducts an Orientation session to assist all the new enrolled students prior to the first day of school. Our parents and students are invited to attend and participate. In addition, there are meetings with the parent coordinator, principal and vice principal, the school secretary and other pedagogues to discuss the child's placement, to gather necessary documentation before the enrollment and to conduct the oral interview with the parent. The over the phone translation is used if necessary and bilingual paras are also available.

17. PS 56 doesn't offer any language electives to ESL students.

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)?



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.

Professional Development and Support for School Staff

1. Following personnel at Ps 56 is involved in receiving Professional Development: school staff, principal, assistant principal, community learning support personnel organization, psychologist, occupational/physical therapists, speech therapist, secretary, all personnel who work with ELLs : subject area teachers, common branches teachers, paraprofessionals, ESL teacher, parent coordinator and other school personnel and it is a key component of the PS 56 . Study sessions are conducted on monthly basis. Ps. 56 provides also in-house Professional Development during Retreat Days at the end of the school year and PD conferences during the school year. Our PD meetings involve Differentiated Instruction in Literacy every week, Writing workshops, Math and Content Areas, data analysis to inform instruction, technology sessions that instruct ESL and content area teachers how to use online resources to make instruction more comprehensible, and looking at standards in ELA, ESL, Math, Science and Social Studies. The schools shares all resources with the ELL teacher. Workshops taken by teachers on our ESL staff have included: Scaffolding in the content areas, ESL through content areas, literacy learning for the English Language Learner, differentiation in the ESL classroom and ESL in the Mathematics and Science classroom and others. This year ESL teacher is planning to attend the following workshops: Common Core Learning Standards: Developing Standards for Mathematical Practices for ELLs and ELL K-12 Literacy Conference. Technology sessions instruct content area teachers as well as ESL teacher of how to use online resources to make instruction more comprehensible.

Weekly, the student support committee (made up of guidance, lead teachers, paraprofessionals, school aide and leadership) meets to discuss the unique needs that our subgroups, including ELLs, require in order to be academically successful. During the beginning of the school year transition concerns are talked about and interventions are planned. Later on during the school year, as each new student is admitted to the school, similar needs are addressed and implemented when appropriate.

ESL teacher attends the State learning standards workshops in which there is a high impact on differentiated and academic language development strategies, large conferences, targeted workshops on assessments and strategies, grade meetings, study groups, faculty conferences and grade conferences. She participates in Regional Professional Development sessions as well as in the PD meetings from school, which includes training provided by Mathematics and Literacy coaches, trainers from the Teacher College Reading and Writing Project as well as Trainers from Literacy by Design program. Our ESL teacher plans to attend workshops from the Office of English Language Learners on topics (Demystifying ELL Data workshop on December 19 and 20, 2011, ELL K-12 Literacy Conference on November 8, Developing Standards for Mathematical Practices for English Language Learners on November 1, November 30, December 13, January 19, February 13, and March 12, and NYSESLAT training session in May, etc.) that address the needs of our ELLs.

2. Our staff of Ps.56 including ESL teacher, a parent coordinator, a principal, an assistant principal and classroom teachers and other school personnel provide parents, and the students with information about different middle school programmes available, helping them to make the proper placement of those ELL students who transfer from elementary to junior-high school. The Ps.56 school staff are supported by school leadership and guidance counselor who is informing them about about different programs available. Ps.56 school staff receive professional development from them in order to assist ELLs as they transition. School leadership and guidance counselor also give brochures to parents, organize workshops, meetings with parents and students providing them with the additional support and advice to assist ELLs as they transition from one school level to another. Our staff is also organizing a Career Day, to introduce and familiarize students with different occupations and professions which helps them to make the right choices.

3. The minimum 7.5 hours of ELL training for all staff is given every school year if needed. Each year the CEIA facilitator provides the workshops and one-on-one professional development sessions. The classroom teachers receive strategies and support with the instruction regarding ELL students. The attendance is taken and the records are kept in the teachers' files.

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?

Parental Involvement.

1,2. Parent involvement in our school including parents of ELLs is a key component of our every year planning. Parents of ELLs have the parents' orientation twice a year. First, at the beginning of the school year, and later during the school year. They are informed about math, NYSESLAT, ELA, science and social studies state tests, testing exemptions for ELLs, accommodation for ELLs and promotional policy for ELLs by letters, parents meetings and automated calling system. The parents come for the Open School days to meet with the teachers. The ESL teacher together with the parent coordinator designs different workshops for the parents, and invites the parents for other workshops. The parent coordinator is working in the collaboration with ESL teacher to help ESL students and to provide parents with the necessary information about the school. In Ps. 56 there are also Monthly Spirit days, school wide events, parents' workshop and volunteering. The students are also provided with the homework help, and leadership development team. Translations are available as needed. Bilingual paras are available to help students who speak: Arabic, Spanish, Bengali and French. We have different programs for parents and students throughout the school year such as Career Day, Museum Artifact week, Book Sale, etc. and ELL parents and students are invited to participate. Also, PTA (Parent Teacher Association) meetings with parents and teachers are taking place several times per months. Parents as well as teachers use Education's Achievement Reporting and Innovation System (ARIS) where parents as well as educators go to find and study important information about ELL and other students. PS 56 is with partnership of Fort Green Snapp organization to provide workshops and services to ELL parents.

3. The needs of parents are evaluated in informal and formal ways through parents' teachers' conferences, one-on-one meetings, workshops, schools events, PTA meetings, school surveys, etc. We evaluate the needs of our parents through parent surveys conducted at orientation and during PTA meetings, open school nights and Learning Environment Survey. The educators and administrators listen and have a conversation with parents, try to answer their questions and concerns. Parent coordinator Mr. Williams plays a major role in communicating between parents, teachers, students and other school staff. He is strongly involved in evaluating the needs of parents and in all the meetings with parents. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work, as well as a social economic situation. We are working cooperatively with them, and make students referral for different services, according to the students' needs and the parent always makes choices for their children academic and social economic growth. Care team members and all Tier II Intervention specialist work with the parents on a daily basis. Whenever needed, ELL parents, parent coordinator, teachers and schools administrators are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Over the phone translation services are available as needed and are often used. Letters and invitations are mailed home in different languages and handed during the meetings. Interpretation services are a daily help in communication between school staff and parents.

4. Parental involvement activities address the needs of the parents since the parents are a part of our school community and we are closely working with them toward their children success and improvements. The needs of our parents are evaluated formally and informally through parent-teacher conferences, meetings, schools events and PTA meetings etc. Since the parents are an important part of our school community, our school makes an effort to address their needs by parental involvement activities. The educators and administrators listen and have conversations with parents, try to answer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work as well as social economic situation. Oral, written and over the phone translation services are available as needed and are often used by parent coordinator, the parents, teachers and schools administrators. School personnel including paras often help with the oral translations. Letters and invitations are mailed home in different languages and handed during the meetings. Whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1						1
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. ELL students are assessed on an ongoing basis with the help of early literacy skills, ECLAS-2, Guided Reading teachers' assessments and observations data to drive teaching goals and instruction. Running Records are also used which inform teachers on what and how to teach and help students with comprehension, pronunciation, spelling, and reading fluency. Additionally, NYSESLAT provides us with a great amount of information about our ELLs who are making incremental gains by moving to the next proficiency level or test out. The data from those tests informs our school's instructional plan with important information about ELLs students' strengths and weaknesses in the areas of writing, reading, listening, speaking, vocabulary, grammar, phonemic awareness and other content areas skills that are used in planning, assessment and differentiated instruction. The data from those tests indicates that ELL students need to focus mostly on their writing, reading and speaking skills as well as vocabulary, grammar, spelling.

2. The NYSESLAT provides us with a great amount of information about our ELLs. ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. During 2010-11, our 4th grade population was the largest one.

After review the NYSESLAT data, the patterns across proficiency and NYSESLAT modalities-reading/writing and listening/speaking levels reveals:

- It is the Reading and Writing skills that holds our students back from the proficiency level therefore the academic intervention is focused on writing and reading.
- Speaking is in line with general abilities for the majority of the intermediated and advanced students.
- According to the NYSESLAT test results in listening and speaking ELL students need less instructional support.
- The reports also show that an English language learners' performance on the NYSESLAT is a strong predictor of whether he or she will meet standards on the State ELA exam.
- ELLs are making steady gains on the assessment by moving from one to the next proficiency level in order to become language proficient.
- ELLs who are in the beginning level are the new comers or ELL students from Kindergarten.

After reviewing the LAB-R data, the test reveals the data pattern across proficiency level and grades. Minority of students tested out from LAB-R. This year we had a couple of newcomers from lower grades K-1, and a couple of newcomers from the upper grades and most of them were tested as beginner students on LAB-R and their raw score was zero. Most of the students made progress on NYSESLAT in listening/speaking and reading/writing part of the test. One student made a great progress and advanced from level B to level A.

3. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress. The patterns across NYSESLAT modalities -reading/writing and listening/speaking affect instructional instruction. According to the data report ESL students need less instructional support in speaking and listening and more in reading and writing therefore an ESL teacher and school staff concentrates on the reading and writing skills and academic intervention is focused on those areas. There is a focus on the improvement of the Reading and Writing skills for students of all proficiency levels.

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, Teacher Assessments, Acuity and informal observations). This year we are going to continue to strongly target language development across the grades and content area for ESL students performing below grade level during the school day as well as extended hours. We also offer additional support in listening skills for newcomers, including increased use technological activities in the classroom. Adjustments and improvements to our program this year will additionally include Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.

4. a) Data taken from the previous years shows that IELTs are faring in tests taken in English much better as compared to the native language tests on the NYS tests grades 3-5. Only newcomers get higher score on those tests in native language.

b) School leadership and teachers are using the results of the ELL Periodic Assessment for the future planning in the instruction. The school is learning from the Periodic Assessment about the strength and weaknesses of the ELL students. The data shows that students need to work on the following weaknesses: test taking strategies, understanding directions on the tests, ELL , Math content area vocabulary as well as the reading comprehension and writing skills. Many ELLs did better on the math Periodic Assessment compare to ELL periodic assessment. The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations).

c) In Ps 56 there is native language support in ESL class. Students are allowed to use their native language with the teacher and/or peer to express understanding or ask for clarification. Books in the different languages, Weber dictionaries, picture dictionaries and bilingual dictionaries are available to support instruction as well as for the students to take home. As a testing accomodation, the bilingual glossaries may be provided when taking all State examinations, and also, the Department of Education may provide them with translated editions of some tests.

6. The success of the program for ELLs at PS 56 is evaluated by the monitoring of student's NYSESLAT results, their movement from one proficiency level to other, and across the language modalities. In addition, the success of the program is measured based on the procentages gain of NYSESLAT result from beginner to advanced levels. In addition, it is strongly connected to the ELL students' academic achievements , development of their academic language, performance in their content area classess and the performance on the NYS standarized tests. Success of our language program can be also evaluated by students overall language development and cultural awareness.

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:

Lewis H. Latimer

School DBN: 13K056

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
D.Clark Johnson	Principal		
S.Wallace-Anderson	Assistant Principal		
	Parent Coordinator		
Olga Tyminska	ESL Teacher		
	Parent		
Joan Hochman/SETTS	Teacher/Subject Area		
	Teacher/Subject Area		
E.Blaustein/mathematics coach	Coach		
	Coach		
J.Mcgreal	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 13k056 **School Name:** Lewis H.Latimer

Cluster: 4 **Network:** Lee Tzongjin/ Pierre Wladimir

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.

The Home Language Identification Survey (HLIS) is provided to the parents at the moment of the registration. Parents are being notified of all the translation services available: the DOE's Translation and Interpretation Unit and over-the-phone interpretation services. We provide the written translations of all the documents for parents informing them about the students and the workshops given to them.

The ELL Parent Information Kit (EPIC) documents in other languages are available at the DOE website:
<http://schools.nyc.gov/Academics/ELL/EducatorResources/Parent+Information.htm>

Translation resources for educators: <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>

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

Part B: Strategies and Activities

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.

Home Language Identification Surveys is provided at the registration. Parents are notified about whether their child has or not been tested with LAB-R test, the results, and the Parent- Teacher Orientation session for the parents of the newly enrolled students. At the orientation, parents are provided with information and choice regarding ELL programs available in New York School System. During the school year parents are informed about the upcoming city wide tests, the NYSESLAT results, and all the documents containing critical information about their child's education.

The ELL Parent Information Kit (EPIC) includes:

The Home Language Identification Survey, The ELL Parent Brochure, Parent Survey and program selection Form, Parent notifications (Entitlement, Non-entitlement, Continued entitlement, Placement, and Transition letters).

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.

Whenever there is need, the oral interpretation services will be provided by in-house volunteers (teacher/para that is the speaker of the other language), the relative, or over the phone interpretation services. The Translation and Interpretation Unit and the Office and ELLs provides city wide conferences for parents of current and former English Language Learners (ELLs).

The Translation and Interpretation Unit provides New York City Department of Education schools and offices with an internal resource for accessing written translation and oral interpretation services. The Translation and Interpretation Unit provides also on-site interpretation services for different events. Over-the-phone interpretation services are available to all Department of Education personnel that come into contact with limited-English-proficient parents.

Translation resources : <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>

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>.

PS 56 is responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We can provide parents with translated versions of this document, in their native languages. Ps 56 has posted near the primary entrance of the school a sign in each of the covered languages, indicating the availability of interpretation services. Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. The Department's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.