



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HARRY EICHLER

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q056

PRINCIPAL: ANN LEITER

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SUPERINTENDENT: **MICHELE LLOYD-BEY**

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
Ann Leiter	*Principal or Designee	
JoannKrudis	*UFT Chapter Leader or Designee	
Diane Ferrer	*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	
Anna Forte	Member/Staff	
Maria Palazzolo	Member/Staff	
Patricia McCormick	Member/Parent	
Benjamin Camacho	Member/Parent	
Shirley Rice	Member/Parent	
Fatima Hussain	Member/Parent	
Jean Cortese	Member/Staff	

** 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.
By June 2013, 25% of all students school-wide will improve their performance by increasing their reading levels 1½ years as measured by Fountas & Pinnell reading levels.

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.

This needs assessment is based on NY State Spring 2012 ELA data as well as performance trends in both subjects over the last 3 years, Quality Review recommendations, Progress report data, NY State School Report Card, and NYSESLAT results, Inquiry Team work, Fountas & Pinnell Reading Levels, Reading Tracker information and the school's demographic and accountability system.

Our NY State ELA and Math scores for children performing on or above grade level in 2010, 2011, 2012:

2012

	ELA
Grade 3	47%
Grade 4	39%
Grade 5	65%
School-wide	51%

2011

	ELA
Grade 3	44%
Grade 4	57%
Grade 5	59%
School-wide	54%

2010

	ELA
Grade 3	58%
Grade 4	55%
Grade 5	66%
School-wide	60%

In reviewing the NY State ELA, Spring 2012 scores, it is noted that the current body of students in grade 5 performed as follows for 2011 to 2012:

2011	2012
44%	39%

Current body of students in grade 4 performed as follows from 2010 to 2011 to 2012:

2010	2011	2012
Not tested	Not tested	47%

This indicates a drop in performance scores in the current grade 4.

According to the Progress Report Goal Setting tool, school-wide performance for ELA for Student Progress and Student Performance are as follows:

	Metric Name	2010-2011 Metric Value	Metric Value Range Needed in 2010-2011 to be on-track for each letter grade
Student Progress	ELA Median Adjusted Growth Percentile	75.0	A 72.5 or higher
	ELA Median Adjusted Growth Percentile for Lowest Third	68.5	C 66.7 to 71.5
	ELA Percentile of Students at Level 3 or 4	54.1%	C 49.8% to 59.2%
	ELA Average Student Performance	2.96	C 2.96 to 3.03

PS 56 employs the Fountas & Pinnell reading assessment system. Children were assessed in October 2012. Performance was as follows:

	% below grade level	% on or above grade level
Grade 2	87%	13%
Grade 3	43%	57%
Grade 4	57%	43%
Grade 5	59%	41%
School-Wide	62%	38%

Current grade 5 student scores reflect levels as follows:

Level I	11.2%
Level II	49.0%
Level III	37.8%
Level IV	0%

Current grade 4 student scores reflect levels as follows:

Level I	14.9%
Level II	38.6%
Level III	42.6%
Level IV	4%

As a grade 2-5 school, the majority of our students come to us in grade 2 from PS 51Q. A comparison of student performance identified as FAR below grade level over the last three years indicates the following:

	Beginning of Year
September 2012	46%
September 2011	31%
September 2010	26%

After analyzing the data above, the Fountas & Pinnell October 2012 levels for current grade 5 show 59% below grade level (Levels I and II). This correlates to the NY State ELA Spring 2012 grade 5 student performance of 60% combined levels I and II. The Fountas & Pinnell October 2012 levels for current grade 4 shows 57% below grade level (Level I and II). This correlates to the NY State ELA Spring 2012 grade 4 student performance of 53.5%.

As a result, we will address the students performing ... By analyzing the below grade level students, we note that the majority of the children perform On Level II. Our target will be to move Level II students to Level III while ensuring that Level III students continue to make progress.

In reviewing our 2010-2011 New York State School Report Card Accountability and Overview Report, we met Annual Yearly Progress AYP for all students and all subgroups, including Students with Disabilities, Limited English Proficient, Economically Disadvantaged, and all other groups.

As per 2012 Quality Review, it was recommended that as a school we have a need to align our rubrics and learning tasks to the Common Core Standards as well as establish a consistent monitoring system throughout the school. We need to monitor process by conducting frequent formative classroom observations to provide teachers with formative feedback toward established goals school-wide and individual goals. There is also a need to strengthen differentiated teacher practice to ensure rigorous instruction. In addition, we need to increase parent awareness of student performance through grade level curricula, assessment and grading practices.

As a grade 2-5 school, we have implemented the Journeys Reading Program in grade 2 to establish a consistent foundation in literacy among all students.

In the last few years our barriers have included moving from homogeneously grouped classes to heterogeneously grouped classes. We no longer have a gifted and talented class on each grade level and have increased our Special Education classes to include one or two ICTS classes on each grade. This has changed the proportion of students in each level of performance as readers. It has also created a wider range of readers in each classroom impacting in new structures for grouping in classrooms using Depth of Knowledge and Danielson.

As a result of these changes, we have moved toward more coherent grade-wide curriculum maps and more consistent school-wide use of the Toolkit for teaching reading skills and strategies. We have also included guided reading, SEM-R, and professional development for teachers to address significant delays in students' comprehension and decoding skills. Representatives from HMH, Aussie, LitLife and Network training have contributed to improving practice in identified competencies and implement common core standards across a common framework.

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/tasks,
 - d) timeline for implementation.

We believe that children need a strong foundation in the five pillars of reading instruction in early childhood. We have selected, as a resource, the Journeys Reading Program, a research-based program by Houghton Mifflin in grade 2. The five reading pillars are phonics, phonemic awareness, vocabulary, fluency and comprehension. Teachers attended two all day professional development sessions hosted by the publisher. Teachers meet weekly to collaborate and plan program components. Teachers administer unit assessments and submit results to the administration for review.

Class reading lists identify individual student levels over a child's four year education at PS 56. Teachers analyzed this information to compare student grade level expectations and individual student rate of growth. Administrators monitor class and grade progress over the school year and from grade to grade school-wide. They also analyze individual student performance and trends across grades. Parents receive individual child progress reports on student reading levels which includes a Reading Benchmark Level sheet which indicates grade level expectations from K to grade 8. Teachers use this data to plan targeted small group instruction, develop appropriate RTI for students and set individual goals in comprehension, critical thinking skills, fluency, etc.

Over the last three years incoming second grade students have consistently demonstrated significant difficulties in each area of reading. The Journeys Program is a structured explicit instructional program that addresses multiple levels of targeted needs.

Our school has been using the Fountas & Pinnell Reading Assessment System school-wide since 2008 to consistently monitor student performance and progress over the course of their educational career from grades 2-5 at PS 56Q. We will continue to implement this assessment system to monitor the students three times a year in October, January and May.

Our English Language Learners are supported by the Cornerstone (grades 3-5) and Journeys Programs (grade 2). The Cornerstone Program is specifically designed for second language learners with a strong focus for developing academic vocabulary and is differentiated based on their ESL proficiency level.

Identified ELL students will meet with a licensed ESL teacher during small group instruction, i.e., Guided Reading instruction/guided writing instruction. The teacher will embed ESL methodology according to student ESL levels, beginning, intermediate or advanced. Flexible grouping include ELL, General Education and Special Education students. All staff will support literacy instruction in their subject-specific programs.

The ICT classes for grades 2 and 3 (lower elementary) are utilizing Tier II and III interventions, Soar to Success, Houghton-Mifflin, and the Reading Toolkit by Houghton-Mifflin, to address IEP goals and to provide targeted remedial instruction.

Identified Tier II and III students receive targeted small group and 1:1 direct instruction by the RTI teacher, SETSS teacher and classroom Special Education teachers when applicable. Strategies and activities include decoding, fluency, corrective reading skills, Read Naturally, Soar to Success by Houghton Mifflin,

Journeys Reading Toolkit, and vocabulary instruction.

The Journeys Program provides opportunities for enrichment as well as Cornerstone for high performing students. In the general education classes, grades 3-5, provide tiered instruction for high performing students, such as SEM-R, Literature Circles, project based learning and the Six Hats approach.

Our school-wide reading program uses a balanced literacy approach. Through a process of teacher collaboration in planning curriculum maps based on the Common Core Learning Standards, teachers will continue to develop units of study across genres emphasizing reading and writing, increasing comprehension and fluency as well as strategies for self regulation in reading. Teachers will implement the Readers and Writers Workshop Model. Reading skills and strategies will be taught whole class through Shared Reading experiences using texts displayed on Smartboards, in books, or reprinted so that each child has access. Targeted reading instruction will follow through Guided Reading, structured literature circles, or SEM-R. Students will regularly meet in small groups or individually with their teachers for direct strategy instruction. Teachers will maintain ongoing records of student conferences. Information collected will be used to target instruction for future lesson planning and instructional support. Instructional activities will emphasize reading comprehension for group and independent student work. This will incorporate exploring the internet, responding to text, reading self-selected books, participating in literature circles, genre studies, and/or practicing skills and strategies by accessing computer programs including Star Fall.com.

Teachers utilize The Comprehension Toolkit, by S. Harvey and A. Goudvis, as a resource to develop higher order thinking skills through research-based strategies using non-fiction and realistic fiction text to develop higher order thinking skills. Children will be taught to analyze their thinking to synthesize information. This approach will also provide opportunities for children to engage in meaningful conversations and Accountable Talk.

We will continue to use the Scholastic Guided Reading Program, a multi-level and multi-genre program to support our guided reading component. Students and teachers will also access the Reading A-Z website to acquire additional leveled texts with corresponding lesson plan suggestions. An updated component will translate text into Spanish for newly arrived ESL students. Classes will use the Lessons in Literacy to support skills instruction in reading. Testing Fundamentals in grades 4 and 5 will support the integration of strategy instruction with literacy instruction.

The School-Wide Enrichment Model Reading Framework (SEM-R) encourages children to monitor their own comprehension through self-regulation while reading independently. During this time, teachers will conduct 1:1 conferences to develop higher order thinking skills through strategy-embedded questions. The goal is to

increase reading stamina, critical thinking, and fluency.

All classrooms have leveled classroom libraries. Scholastic leveled Guided Reading box sets are available in levels from C-Z in fiction, non-fiction and content areas to all staff in our Resource Center, Room 151. Every classroom and cluster teacher has a Smartboard, which supports and enhances teaching and learning. All classrooms have a minimum of 4 computers for students to access during independent work time. As part of the iZONE pilot, grade 3 students share 80 notepads and every grade 4 student has a laptop. In addition, Study Island, an online learning system, support individual instruction based on student generated profiles. Teachers have access to Reading A-Z leveled books online as well.

Teachers are engaged in the decision making process in development of their inquiry units and what assessments they will use to track student performance. Teachers meet during their respective grade meetings to choose 2 inquiry units in ELA. The teachers agree on set upon objectives, tasks and assessments that will be used to assess student performance. The teachers analyze student performance to identify trends/patterns to meet student needs.

Staff was invited to participate in the selection of programs in both ELA (Journeys Program) and Math (Investigations and Go Math). They had the opportunity to use their professional judgment concerning which programs meet the needs of the student body.

All grades submit annual calendars that map out timelines for inquiry units, writing genres, math and literacy assessments.

In addition, students will be additionally supported in reading are invited to attend Morning Tutoring four days a week in line with the UFT contract for 37.5 additional minutes of support instruction. Students work on small group targeted instruction with the teacher based on student performance in targeted areas, analysis of results from diagnostic assessments, and student who qualify for enrichment.

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.

In October 2012, the School Leadership Team reviewed and revised, the PS 56Q Parent Involvement Policy. This document meets all NYC requirements. It was distributed to all parents in October 2012.

PS 56 has a Title I Parent Committee. The Committee decided to use the Title I, 1% Parent Involvement Allocation to hire teachers at per session rate to offer evening parent workshops in a wide variety of curriculum topics to provide parents with strategies and opportunities to promote student efforts at home. Those include:

ELA Test Prep, How can I best prepare my child for the test? – grade 3, grade 4, grade 5
Math Test Prep, How can I best prepare my child for the test? – grade 3, grade 4, grade 5
Middle School Options
What are the Reading Strategies, Part I and II?
Science Information Session, What will my child learn this year in Science?
Reading Comprehension and Study Skill Strategies
How does fluency affect my child's reading comprehension? What is "Prove Your Thinking?"

In addition, we purchase materials to host family events to improve children's reading levels by providing interactive language opportunities. Those include:

Family Games Night
Family Arts and Crafts Nights
Mommy & Me Night

Daddy & Me Night

PS 56Q participates in the PENCIL Program partnering private industry with NYC Public Schools. They will again fund our Saturday Family Trip. This year we will visit The American Museum of Natural History on March 2, 2013. Over 160 parents and students can attend this trip. They fund the bussing and subsidize the admission fee.

Parents receive regular numbered parent letters throughout the year either through their child or via email. Parent letters announce relevant school information, including policies, monthly calendars, evening curriculum meetings, family events, School Leadership Team meetings, PTA meetings, etc. We hold an evening Parent/Teacher Orientation meeting on the first Monday in September so parents can meet their child's teacher, visit their child's classroom, and be informed of the classroom and curriculum expectations for the new school year.

To provide a balanced teaching and learning opportunity, the parents and staff have agreed to divide the school year into three equitable trimesters. This adjusts the dates of our Parent/Teachers Conferences for December and March. Holding conferences on non-traditional DOE conference dates afford the parents who have children in two or three different schools more flexibility in attending conferences in multiple schools. During the Fall conference, we offer parents the opportunity to purchase FOCUS skills books at no tax or profit to the school for use at home to support their child in targeted skills on appropriate levels recommended by the classroom teachers.

Bilingual services are made available for parents either through bilingual staff at PS 56 or through the DOE Translation Unit on the telephone or in writing.

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.
XX Tax Levy XX 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).

To support our school culture of learning, PS 56 continues to implement the Olweus Bully Prevention Program school-wide in 2008. The standards, policies, and rubric expectations continue to be implemented in all classes on a daily basis. Parents are informed of the program structures and philosophy at Spring Open House and Fall Parent Meetings, as well as in writing each school year. We have built on this foundation by additionally implementing the Social Decision Making Program in grades 3, 4, and 5. All classes in the school hold weekly class meetings to address program curriculum, to ensure a respectful and productive classroom and address current classroom issues.

These programs are additionally supported by our two Hunter College social worker interns who provide small group social development group activities during each lunch hour three days a week.

Our school hosts the Child Center of NY, an OST program we have collaborated with successfully for the last four years. Over 150 children participate in the

Afterschool and OST vacation program services. Children receive enrichment opportunities in sports, art, music, drama, etc.

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, 40% of the targeted group in grade 5 students will increase their score by at least 25% as measured by the 2013 Grade 5 New York State Mathematics 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.

2012 NY State Mathematics Exam

Grade	Level II	Level III	Level II & III Combined	Level IV	Program Used
3	35%	43%	78%	5%	Everyday Math
4	23%	29%	52%	29.3%	Time To Know
5	20%	41%	61%	47.2%	Investigations

Analysis of the results indicate a need to increase the ability and performance level of current grade 5 Level II and Level III students.

Upon further analysis it was determined that the majority of those students who scored between a mid-level 2 (2.48) and a low level 3 (3.55) did not make progress between grade 3 and grade 4 New York State exams. This targeted group consists of 42 students and twenty five of them did not make adequate progress. The remaining 17 students progress was minimal and did not reflect the one year growth expectation.

Our targeted population for this math goal is focused on students who did not show growth from their third to fourth grade year and who are a mid-level II to a mid-level III on their Grade 4 NYS Exam. This compromised 44.21% of the current Grade 5 students. This year the DOE has identified Number and Operations/Fractions as an instructional target for grade 5 students. Grade 5 teachers have observed that students do not have the necessary pre-skills to perform at expected.

In the last four years we have not had a consistent math program. Current grade 5 students have had a different math program for the last 3 years. In second and third grades these students had Everyday Mathematics; in grade 4 they had Time To Know, and now in grade 5 they are utilizing Investigations.

Based on the above information, the current grade 5 students were administered a pre-assessment that encompassed the mathematics of the Investigations curriculum and the Common Core Standards. The results were as follows for the students identified within the targeted group on their Grade 4 New York State Mathematics Exam:

Level I	Level II	Level III	Level IV
100%	0%	0%	0%

According to the Quality Review, the Learning Environment Survey and the Progress Report, there was a strong recommendation to have a coherent mathematics curriculum across the grades. In response to this, Investigations is now being implemented in grades 3, 4 and 5.

The 2012-2013 Citywide Expectations, the Investigation Math Program, and the Inquiry Team work will all support this effort. Last year grade 5 changed math programs from Everyday Math to Investigations. This change showed that grade 5 had the highest number of level III and level IV students at 72%. This program provides many opportunities for rigorous higher order thinking. To better align with state academic content, we will utilize the Investigations Program to identify the skills and concepts within fractions. In order to meet the Common Core Learning Standards the grade 5 Inquiry Team will adjust their fractions unit created last year to meet the needs of the current class and create an additional fractions unit. This additional unit will have assessments created with the Common Core Learning Standards in mind and there will be additional instructional practices and skills on fractions not covered in the original unit.

During the last two school years 2010-2011 and 2011-2012, our grade 4 students participated in a pilot online program in mathematics, Time To Know Program. This online program was found to be a poor reflection of accurate student assessment as most struggling math students test poorly using an online assessment format. The program lacked sufficient benchmark assessments to support effective instructional planning. Technology interruptions and frequent lack of access also impeded the students success. As a result, the program was discontinued and the Investigations Program was implemented in grade 5 during the 2011-2012 school year, and in all grade 4 classes in 2012-2013. Children who participated in the Time To Know Program in grade 4 and the Investigations Program in grade 5 showed a 6% increase in levels III and IV performance.

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.

Teachers will collaboratively examine student work and compare it to the Common Core Learning Standards for Number and Operations – Fractions. The area of fractions was selected to reflect the NY State Mathematics exams within which 60% encompasses fractions. This is a drastic shift in curricula. Knowledge of fractions includes number sense, multiplication, division, number and operations and mathematical reasoning and equivalencies. The concentration on this foundational skill will influence student performance.

A pre-assessment of multiple choice and open ended multi-step questions will be administered to all grade 5 students. Through this activity the teachers will be able to establish baseline data on students' understanding of fractions and their visual representations. By identifying the learning gaps, the teachers will design a unit of study to scaffold student learning to demonstrate an understanding of fractions and related mathematical concepts to implement appropriate applications. Teachers will identify student subgroups for targeted support including IEP and ELL student needs. The teachers will meet at least once a week to discuss and reflect on student work and performance during their grade-level common preps. They will also reflect on the effectiveness of instruction and plan to adapt lessons

to meet student needs. Teachers will also look deeply into their new curriculum guides to identify lessons, activities, and problems that can be used as benchmarks in determining student proficiency.

Grade 5 teachers will look at Unit 4 Investigation 1 – assessing prior knowledge and related concepts to real life, explore fractions, percents, decimal equivalencies and have students visually representing fractions on a grid.

Investigation 2 – requires students to show equivalent fractions visually. Different shapes will show how the same fraction is seen in different ways.

Investigation 3 – explores adding and subtracting fractions using blocks and grid charts.

Investigation 4A - requires the students to multiply and divide fractions.

Teachers brainstormed lessons that would be needed to supplement this unit. They include:

- Using fraction sticks to represent fractions
- Multiple representations of fractions
- Applying knowledge of equivalent fractions to add fractions with unlike denominators.
- Solving contextualized problems

The identified student subgroups are children who scored between a 2.48 - 3.55 on the New York State Mathematics Assessment. These children have been invited to attend our Morning Tutoring four days a week for 37.5 minutes. The teachers will utilize various programs: Study Island, Fast Math, Pearsonsucccess.net, Rally instructional materials, and teacher made pre assessments to collect data and identify gaps in mathematical understanding. The teachers will use targeted small group instruction as needed.

The grade 5 teachers and experienced Math teacher, Mrs. Cowan, will work with students in subgroups to support specific needs during Morning Tutoring four days a week for 37.5 minutes. The teachers will utilize various programs i.e., Mindsprinting, Study Island, Fast Math, Accelerated Math, and Pearsonsucccess.net, to collect data and identify gaps in mathematical understandings. The teachers will use small group targeted instruction as needed.

We have been accepted as a Lab Site by Lucy West for training in the constructivist approach to mathematics. Lucy West is one of the authors of the Investigations Program and an expert in the field of mathematics instruction. This work aligns with the Common Core Learning Standards. All grade 5 teachers will receive three full days of Professional Development with Ms. West exploring the philosophy, the mathematics, and instructional goals in planning and presenting a grade 5 lesson. As a lab site, staff from other schools within our Network will join us in this work, expanding our learning community.

A grade five teacher was chosen to participate in professional development for Math in the City and turnkey the workshop information to the rest of the grade five teachers. Her development includes instructional strategies and resources that are complementary to our fraction units. She will also provide us with materials and activities that will be used during the instructional component of the unit.

In addition, grade 5 teachers are provided with two common preps each week for collaborative work. All PS 56 staff will attend a series of presentations on Depth of Knowledge and Six Thinking Hats. This information will serve as tools for developing higher order thinking skills in students and support the design of rigorous formative and summative assessments by staff.

The timeline implementation for designing the assessments for this goal will occur over the course of the first half of the school year. The process of planning the unit will begin in November 2012. At that time, a pre-assessment will be administered and analyzed by teachers. Implementation of the unit is scheduled for February 2013. It will take place over a ten week period. A mid unit benchmark will be administered during the 1st week of January. At the conclusion of the unit the original assessment will be re-administered and evaluated using a Common Core Learning Standards aligned rubric. In addition, a summative assessment designed by the Investigations Program will be administered and analyzed. To continue our research, we are implementing a second unit of study. This unit will build on the previous unit, by focusing on multiplication and division of fractions. A pre assessment will be administered and analyzed by teachers. We will use the

pre assessment to establish student goals which will drive future instruction. A mid unit benchmark will be administered during the first week of February. At the conclusion of the unit the original assessment will be administered and evaluated using the Common Core Learning Standards rubric. In addition, a summative assessment designed by the Investigations Program will be administered and analyzed.

Strategies to increase parental involvement

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Parents receive regular numbered parent letters throughout the year either through their child's red homework folder or via email. Parent letters announce relevant school information, including policies, monthly calendars, evening curriculum meetings, family events, School Leadership Team meetings, PTA meetings, etc. We hold an evening Parent/Teacher Orientation meeting on the first Monday in September so parents can meet their child's teacher, visit their child's classroom, and be informed of the classroom and curriculum expectations for the new school year.

To provide a more balanced teaching and learning opportunity, the parents and staff have agreed to divide the school year into three equitable trimesters. This adjusts the dates of our Parent/Teachers Conferences for December and March. Holding conferences on non-traditional DOE conference dates afford the parents who have children in two or three different schools more flexibility in attending conferences in multiple schools. During the Fall conference, we offer parents the

opportunity to purchase FOCUS skills books at no tax or profit to the school for use at home to support their child in targeted skills on appropriate levels recommended by the classroom teachers.

Bilingual services are made available for parents either through bilingual staff at PS 56 or through the DOE Translation Unit on the telephone or in writing.

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.

XX Tax Levy XX 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).

To support our school culture of learning, PS 56 implemented the Olweus Bully Prevention Program school-wide in 2008. The standards, policies, and rubric expectations continue to be implemented in all classes on a daily basis. Parents are informed of the program structures and philosophy at Spring Open House and Fall Parent Meetings, as well as in writing each school year. We have built on this foundation by additionally implementing the Social Decision Making Program in grades 3, 4, and 5. All classes in the school hold weekly class meetings to address program curriculum, establish classroom culture and address current classroom issues.

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, 25% of grade 4 students who performed mid-level II to mid-level III on the Spring 2012 NYS ELA Exam will move up a level on the Spring 2013 NYS 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.

An analysis of student progress on ELA across the last four years demonstrates how the students were distributed across the Performance Levels.

	2009				2010				2011				2012			
Grade 3	7	19	54	20	17	24	45	15	14	41	44	1	15	39	43	4
Grade 4	1	12	78	10	10	36	47	8	10	33	50	8	11	49	40	0
Grade 5	0	17	67	16	7	27	41	26	8	32	54	6	12	23	52	13

For 2009 school year, the first row shows the percent of grade 3 students attaining scores in:

Level I	7%
Level II	19%
Level III	54%
Level IV	20%

For 2010 school year, the second row shows the percent of grade 3 students scoring Levels I, II, III, IV who continued into grade 4 the following year:

Level I	10%	increased
Level II	36%	increased
Level III	47%	decreased
Level IV	8%	decreased

For 2010 school year, the first row shows the percent of grade 3 students attaining scores in:

Level I	17%
Level II	24%

Level III	45%
Level IV	15%

For 2011 school year, the second row shows the percent of grade 3 students scoring at Levels I, II, III and IV, who continued into grade 4 the following year:

Level I	10%	decreased
Level II	33%	increased
Level III	50%	decreased
Level IV	8%	decreased

For 2011 school year, the first row shows the percent of grade 3 students attaining scores in:

Level I	14%
Level II	41%
Level III	44%
Level IV	1%

For 2012 school year, the second row shows the percent of grade 3 students scoring at Levels I, II, III and IV who continued into grade 4 the following year:

Level I	11%	decreased
Level II	49%	increased
Level III	40%	decreased
Level IV	0%	decreased

An analysis of student performance on the ELA in grade 3 compared with student progress in grade 4 in the subsequent grade 4 indicates there is a trend for the years 2010, 2011 and 2012 where the number of students attaining Level II in ELA in fourth grade consistently increases, while the number of students in fourth grade attaining Level III and Level IV consistently decreases.

These estimates provide information about the degree to which students' scores drop on the 'student progress' section of the Progress Report 2011-2012.

As per our Quality Review, we need to align tasks to Common Core Standards as well as establish a consistent monitoring system. We need to monitor process toward established goals. There is also a need to strengthen differentiated teacher practice.

There is also a need to align our rubrics, units of study along with learning tasks, to the Common Core Standards. To do this we will focus on teacher development by deepening the school community's comprehension of the Charlotte Danielson's Framework for Teaching. We will strengthen our understanding of what good teaching looks like by selecting three competencies that most support implementation of the Common Core Standards. The Principal and Assistant Principal will conduct frequent formative observations and provide teachers with actionable feedback and professional development opportunities to support improved practice.

Barriers preventing our school's continuous improvement included a shift in the instructional program from homogenous grouping to heterogeneous grouping, creating instructional groupings spanning more than one year in ELA and Math. As the range in student proficiency increased, teachers needed to strengthen their differentiated practice. Additionally, the lack of a formal library, taken away when our school was overcrowded, continues to be a barrier. In recent years the Gifted and Talented Program was discontinued by DOE because of our school's organization as a grade 2-5 school. While losing this program, we have experienced an

increase in our special needs population. There is now an ICT class on each grade and two in grade five. Reduced funding has impacted class size and provided limited access to materials. Our facility is over 100 years old and, as such, electrical upgrades are a product of a variety of years' projects causing frequent interruptions of internet access for students, teachers, school leaders and office staff. Much of our computer equipment is off warranty and fails to support DOE systems such as SESIS, Food Services, DOE email for employees, IVR.

Careful documentation of the progress (or failure to progress) of these children will help inform ongoing efforts to improve reading instruction. Key to accomplishing this goal is providing students with progress monitoring comprehension assessments, a weekly diagnostic in comprehension strategy areas of reading. By identifying sub skills, teachers will group and/or individualize reading instruction to better address gaps in building comprehension strategies as text becomes more complex. Teachers will monitor students' reading skills, strategies and reading habits during guided reading.

After reviewing the DOE Quality Review, Progress Report for 2011-2012, and Learning Survey, the School Leadership Team and School Implementation Team identified a target population of 54 fourth grade students scoring between 2.53 and 3.48 on ELA 2012 grade 3 exam, that struggle with literacy concepts.

As a consequence of setting specific targets for students related to strategies for improvement in literacy, keeping weekly track of student progress across strategies and implementation of Inquiry-based instructional practices, opinion and informational literacy units, as intervention strategies developed in Grade 4 collaborative teams, 25% of target students will attain a subsequent ELA level.

Teachers will:

- Collaborate as a team at least once a week to develop instructional units
- Implement 2 Inquiry Units in Literacy
- Document observations around instructional practice
- Share individual opinions or needed revisions of the instructional practice
- Monitor performance of the target population with formative assessments
- Evaluate effectiveness based on student outcomes

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

We have identified a group of 54 grade 4 students who are not reading at a rate sufficient to support comprehension and, therefore, make adequate progress in reading. The students in this group demonstrate the following characteristics:

- Are not reading independently
- Do not have reading goals
- Have limited "fix it" strategies when meaning breaks down
- Students' running records are not being used by teachers to develop goals and instructional plans

To address the need to increase reading time, each class will establish a dedicated sustained reading period each day.

To address the need to establish reading goals, staff will utilize reading goals sheets to identify, monitor and set next step goals based on individual student reading status and trends.

To address the need to increase fix-it strategies, teachers will implement the Harvey and Goudvis Comprehension Toolkit lessons. Teachers will conference with children in small groups and individuals to monitor student growth.

Teachers were using multiple sources of this data and student performance to create goals. To address the need of teachers to use running records to create goals, the grade 4 level staff will participate in professional development on the use of miscue analysis for student fluency.

Fourth graders need to learn to establish habits for independent reading, construct meaning when reading, and monitor for sense while reading. The following strategies and/or activities will be implemented to support our fourth grade learners.

- Collaboration among fourth grade faculty members and school administrators in creating and adjusting literacy Inquiry Tasks aligned to CCLS and a correlated student progress monitoring system.
- Create Inquiry grade teams to align tasks to CCLS and to notice instructional implications made evident by student work.
- Create literacy blocks that allow an extended period of time for reading and writing for students to read and write independently every day.
- Focus instruction on essential reading strategies as outlined in the Comprehension Toolkit, and described by NAEP as greatest consequence for acquiring literacy.
- Use a wide variety of assessment tools, including teacher observations, conference notes, studying student work, rubrics, Fountas & Pinnell reading levels, and formative and summative data to design instruction based on those assessments.
- Create regular opportunities to meet with students individually, in small groups, and in large groups.
- Collect evidence of student progress towards goals using weekly progress monitoring comprehension assessments.
- Plot out comprehension strategy study and genre study on a curriculum map.
- Create a diagram/calendar depicting formal and informal assessments being used.

Teachers will meet weekly during common planning time and as members of an Inquiry Team to:

- Read and reflect on task exemplars to align with CCLS
- Read professional literature
- Share and analyze student work using CCLS, specific structures and/or rubrics
- Monitor student growth in comprehension as a result of strategy intervention instruction
- Discuss implications for classroom practice
- Plan how to implement two Inquiry Units in Literacy
- Document observations around instructional practice
- Share individual opinions of needed revisions of the instructional practice
- Monitor performance of the target population with formative assessments
- Evaluate effectiveness based on student outcomes

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that align 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.

In October 2012, the School Leadership Team reviewed and revised, the PS 56Q Parent Involvement Policy. This document meets all NYC requirements. It was distributed to all parents in October 2012.

PS 56 has a Title I Parent Committee. The Committee decided to use the Title I, 1% Parent Involvement Allocation to hire teachers at per session rate to offer evening parent workshops in a wide variety of curriculum topics to provide parents with strategies and opportunities to promote student efforts at home. Those include:

- ELA Test Prep, How can I best prepare my child for the test? – grade 3, grade 4, grade 5
- Math Test Prep, How can I best prepare my child for the test? – grade 3, grade 4, grade 5
- Middle School Options
- What are the Reading Strategies, Part I and II?
- Science Information Session, What will my child learn this year in Science?
- Reading Comprehension and Study Skill Strategies
- How does fluency affect my child's reading comprehension? What is "Prove Your Thinking?"

In addition, we purchase materials for family events to improve children's reading levels by providing interactive language opportunities. Those include:

- Family Games Night
- Family Arts and Crafts Nights
- Mommy & Me Night
- Daddy & Me Night

PS 56Q participates in the PENCIL Program partnering private industry with NYC Public Schools. They will again fund our Saturday Family Trip. This year we will visit The American Museum of Natural History on March 2, 2013. Over 160 parents and students can attend this trip. They fund the bussing and subsidize the admission fee.

Parents receive regular numbered parent letters throughout the year either through their child or via email. Parent letters announce relevant school information, including policies, monthly calendars, evening curriculum meetings, family events, School Leadership Team meetings, PTA meetings, etc. We hold an evening Parent/Teacher Orientation meeting on the first Monday in September so parents can meet their child's teacher, visit their child's classroom, and be informed of the classroom and curriculum expectations for the new school year.

To provide a more balanced teaching and learning opportunity, the parents and staff have agreed to divide the school year into three equitable trimesters. This adjusts the dates of our Parent/Teachers Conferences for December and March. Holding conferences on non-traditional DOE conference dates afford the parents who have children in two or three different schools more flexibility in attending conferences in multiple schools. During the Fall conference, we offer parents the opportunity to purchase FOCUS skills books at no tax or profit to the school for use at home to support their child in targeted skills on appropriate levels recommended by the classroom teachers.

Bilingual services are made available for parents either through bilingual staff at PS 56 or through the DOE Translation Unit on the telephone or in writing.

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).

To support this goal Title I funded classroom teachers will implement research-based strategies supported by out-of-classroom specialized staff through TL RS IEP teacher funds and text materials purchased with TL NYSTL textbook allocation and TL Fair Student Funding.

Teachers will work with children in small groups on targeted skills. Results will be recorded and staff will meet collaboratively to analyze results grade-wide and plan next step instruction.

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	<p><u>Tier I</u>:- repeated readings, modified texts, Glass Analysis, use visual aids, multi-sensory approach to instruction, choice boards, Read Naturally, Starfall.com, Study Island, graphic organizers, Wordwalls, Reader's Theater.</p> <p><u>Tier II</u>: Increased frequency of Tier I, modified tasks, Wilson, Foundations, Glass Analysis, Soar to Success, Reading Toolkit, Cornerstones, Explode the Code, books on tape, digital books.</p> <p><u>Tier III</u>: Increased frequency of Tier II, SETSS, Explode the Code, Wilson, Foundation Recipes, Glass Analysis.</p>	<p>Small group One-to-one Tutoring</p>	<p>During the school day</p>
Mathematics	<p>Tier I: Modified tasks, use of manipulatives, interactive Smartboard, multi-sensory instruction, Accountable Talk, exemplars, Fast Math, count up, doubles, doubles +1, partial products/sums, math drills, math facts, Graphic organizers.</p> <p>Tier II: Increased frequency of Tier I morning tutoring.</p> <p>Tier III: Increased frequency of Tier II.</p>	<p>Small group One-to-one Tutoring</p>	<p>During the school day</p>

Science	Hands on experiments, BrainPop video, video streaming, Study Island online.		During the school day
Social Studies	Graphic organizers, modified texts, modified tasks, digital books, McNally maps, Primary Resources document kits, Social Studies Scope & Sequence, razkid.com.		During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Olweus Bully Prevention Program, Social Decision Making Program	Small group One-to-one	During the school day

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 Highly Qualified Teachers, as defined by No Child Left Behind.

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

Highly qualified and committed staff is essential to student success. According to our most recent BEDS survey, the PS 56 staff notes the following:

- 100% work within their license area
- 93% have a Master's Degree or higher
- 100% have been teaching 2 years or more
- 40% have been teaching 10 years or more

Professional Development is essential to providing high quality instructional services. To maintain our collective knowledge base and evolving techniques within teaching and learning, we will participate in professional development with LitLife, Math in the City, Investigations, Lucy West for Math, AUSSIE, Network Workshops for ELL, literacy, social studies, Special Education and Inquiry Liaison.

In addition, high quality outside workshops in literacy, math, gifted education, etc. will be sought for staff attendance. Admission will be paid by Title I 5% professional development allocation. We will be providing complementary purchase of text and instructional resources as well. Collaborations, including, in-house Inquiry Unit design, and in-house mentoring will be enlisted as possible to explore a targeted area of instruction such as a specific writing genre or mathematical approach. Courses will include a broad spectrum of instructional techniques and methodologies.

In addition, grade level staff meets weekly for common planning sessions. They co-plan lessons, develop curriculum and collaboratively learn about the effectiveness of the teaching and learning process through looking at student work.

When hiring new staff a broader base of candidates will be sought to interview. Our goal is to have all staff work within their licensed areas or be in the process of completing licensing requirements. Staff will be interviewed for their license eligibility, experience, content knowledge, knowledge of assessment data instruments, analysis and implementation to instruction. We will also recruit from our pool of student teachers from Hofstra University and Molloy College.

P. S. 56 has an extensive parent involvement program. Our events include numerous curriculum information sessions, family collaborative learning events, specialized events focusing on father/male caregiver and child, families of ELL children, families new to the school – grade 2, Glee Club performance, etc. All events focus on the role of learning whether it is the development of

**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 Groll, Christop/Litrico, Sandra	District 27	Borough Queens	School Number 056
School Name Harry Eichler			

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

Principal Mrs. Ann Leiter	Assistant Principal Mrs. Maria Lamberti
Coach type here	Coach type here
ESL Teacher Mrs. Entela Kodra	Guidance Counselor Mrs. Giovanna Kroboth
Teacher/Subject Area Mrs. Lauren Strafford-Shiner	Parent Mrs. Maria Mauleon
Teacher/Subject Area Ms. Colleen Morrissey	Parent Coordinator Mrs. Rosemarie Giampaolo
Related Service Provider Ms. Randy Pine	Other type here
Network Leader Sandra Litrico/Christina Jimen	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	447	Total Number of ELLs	57	ELLs as share of total student population (%)	12.75%
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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. 

When new students enroll at P.S. 56 the identification process begins with administering the Home Language Identification Survey. A trained pedagogue in the Intake Process administers the Home Language Identification Survey which is available in parents' language. The ESL teacher certified in Teaching English as a Second Language, is the one who conducts the initial screening. When the ESL teacher is not available there are other staff members who are trained to assist with the process of completing the Home Language Survey. We explain the HLIS form to parents' and discuss its purpose: to obtain information about the child's language and school experience. In order to promote academic success in school we need to place the child in the appropriate setting. We ask parents to fill out the form with us so we can accurately determine the students' dominant home language.

After the parents complete the HLIS we conduct an Oral Interview to determine the dominant language of the student. We contact the Translation Unit in case we need assistance. The ESL teacher assesses the HLIS in collaboration with the oral interview to determine the dominant language of the child. The students are administered the LAB-R in case they are eligible within 10 days of their enrollment. After administering the LAB-R the ESL teacher hand scores the test according to the Assessment Memos and this information is used to determine the placement of the students in the appropriate class. Should any of the students who are entitled to the ESL services be Hispanic, the Spanish LAB-R is administered as well. The LAB-R grids are delivered to the Borough Assessment Office as per calendar set by the Assessment Memo.

Parents have a right to choose a placement for their child, so next we hold a Parent Orientation Meeting. The purpose of this meeting is to inform parents of their rights and provide a description of the three program choices provided by the Department of Education _ Dual Language, Freestanding ESL and Transitional Bilingual Education. The letter of invitation is sent in the parents' home languages If possible, so they can understand their role at this meeting and the importance of their attendance. In the initial months of school the orientation is held close to the conclusion of the LAB-R testing period, when cut scores have been calculated. We hold other orientations during the year as needed. The ESL teacher is the one that holds these orientation meetings. We have an agenda and the parents sign in. The information is disseminated in three ways: visually with a graphic organizer, a brochure in the parents' languages, and a video provided by the Department of Education.

Before previewing the video we provide an overview of the three program choices. One choice parents have is the Dual Language Program. The goal of this program is for students to become bilingual, biliterate and bicultural. In this model, EP(English Proficient) students also have the opportunity to learn a second language. The idea is that both groups of students will provide good language models for their counterparts. Students are taught content and literacy in both languages. Instructional time spent on each language is 50% in English and 50% in the other language. Students may alternate language instruction day by day or in cycles.

The second option is Bilingual Transitional Education. The goal of a Transitional Bilingual program is for students to learn conceptual skills in their native language while learning English. Students receive English as a Second Language Instruction, content instruction in both English and their native language, and Native Language Arts – promoting proficiency in the native language. The idea is that students will transfer the knowledge and skills from the native language into English. That is why during a student's first year in TBE the ration of native language to English is 75:25. As the child develops a greater proficiency of English that number decreases until the child is ready for a monolingual class. If a parent would like to choose this option we have prepared a list of NYC schools that have established TBE classes.

The third option is a Freestanding ESL program. In an ESL program, the majority of instruction is in English. Students are taught English by means of ESL methodologies and are immersed in English for most of the day. That is not to say that the native language is not supported in the ESL classroom. Students may clarify information with other students or teachers who speak the same language, use bilingual dictionaries/ books, use glossaries or rely on cognates as a means of comprehension. However, the goal in this setting is English proficiency. ESL teachers and mainstreamed teachers collaborate to determine language and content need of students.

Parents watch the video in their native language if possible. We provide them with brochures and answer parents' questions. We feel Parent Orientation is the optimal time for parents to select a program because we can ensure the forms are completed correctly and parents can ask questions as they make the best choice based on their child's language needs. Since the default program for students is the Bilingual Education program, follow-up letters and contact is made for parents who are not able to attend the meeting.

The trend in program choices that parents have requested over the past few years has been Freestanding ESL. Among our previous students we have 2 request for TBE (Spanish). During the parent orientation this year, parents have selected Freestanding ESL as their first choice. We revisit parent selection forms yearly to keep track of parent choices. Once there are 15 or more students in contiguous grades for whom the parents request the same option, we will comply accordingly. Parents will be notified when this choice becomes available here at 56Q. In the mean times if any parent request a Bilingual Program the ESL teacher contacts the Office of ELLs to inquire about the Bilingual Programs that might be available in the area. In addition, the school is identifying which teachers might have Bilingual Certifications in case we need to open Bilingual Programs.

The identification process for previously enrolled students is determined by the 2011 NYSESLAT results. All students who as a result of this assessment, fall into the category of Beginner, Intermediate and Advanced Language Learners continue to receive services during the current school year. In September, students receive entitlement letters informing parents of the results – both for students who have passed and those who continue to need language support. We make every effort to get the Continued Entitlement letters back from the parents. The parents are provided with these letters the third week of September and the ESL teacher keeps a record of those students who return their letters. In case the letters are not returned the ESL teacher contacts the parents via phone to explain to the parents that they need to make every effort to return those letters. In addition, during the Parent Teacher conferences the ESL teacher gets a chance to talk to parents about this important matter.

Furthermore, we use the NYSESLAT data to determine the strengths and weaknesses among the modalities of language and gives us a baseline of what kind of instruction needs to take place in order to promote proficiency in English. In the Spring students language development is assessed with the NYSESLAT exam. We run all the necessary reports, RLER and RLAB, to make sure that all students eligible are administered the NYSESLAT. During the school year we have an ESL Inquiry Team that analyzes ways that we can help our ELLs as readers, thinkers and problem solvers. This team also looks at the trends of the NYSESLAT results to identify areas of need and plan targeted measurable interventions.

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	41	Special Education	11
SIFE	1	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	41	0	8	15	0	3	1				57
Total	41	0	8	15	0	3	1	0	0		57

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

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
Yiddish														0
Other				0										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 L	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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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
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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			3	7	9	9								28
Chinese					1									1
Russian														0
Bengali				1	1									2
Urdu			1	1	2	1								5
Arabic			2	0	2	4								8
Haitian														0
French														0
Korean														0
Punjabi			3	0	2	2								7
Polish														0
Albanian														0
Other			1	0	4	1								6
TOTAL	0	0	10	9	21	17	0	57						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

Our Freestanding ESL program provides instruction in English emphasizing English language acquisition. The ELL program at PS 56Q is a push-in model that will adhere to state standards, including New York State Learning Standards and Common Core Standards for all curriculum areas. The program will have an ESL instruction component based on the New York State ESL Standards. 3-5 th ESL classes will use a research based program, "Cornerstone", as their literacy model. The LAP is being written to ensure that we are meeting the goals of the ESL program. The plan itself will serve as a guide to help maintain our focus on the task at hand.

A. Programming and Scheduling Information

All of the students in the ESL program who are at the beginning and intermediate levels of English proficiency will receive two units of ESL per day (360 minutes a week). Those students who are at the advanced level of English proficiency will receive one unit of ESL(180 minutes a week). These units will meet the Commissioner's Regulations Part 154 requirements.

OBJECTIVES

The objectives of the ESL program at PS 56Q are as follows:

- provide academic subject area instruction in English using best practices for English Language Learners and differentiated instructional strategies.
- ELL's develop an adequate level of proficiency (with the overall goal being proficient scoring in all areas of the NYSESLAT)

Our current goals for ELL students on our CEP is as follows:

- By June 2012. 25% of eligible ESL students will demonstrate progress in English language proficiency by either:

1. advancing one overall proficiency level on the NYSESLAT between two test administrations,

or

2. making a total scale score gain of 43 points on the NYSESLAT for those students who maintain the same proficiency level between two test administrations.

To help meet these objectives, our LAP team has been assembled and meets periodically throughout the year to ensure that these objectives are incorporated into our lessons. The grades 3, 4, and 5 ESL classes will implement the research based Cornerstone Program, a specially designed program to support the linguistic needs of English Language Learners. Instructional structures will include Thinking Maps, the RAfT organizational tool, and visual aids. Students will be taught in flexible small targeted reading groups.

Implications for Instruction and Collaborative Planning

The LAP team consists of individuals who are qualified, caring, and dedicated to the mission and vision of PS56. The LAP team consists of Mrs. Ann Leiter (Principal), Mrs. Maria Lamberti (Assistant Principal), Mrs. Entela Kodra(ESL teacher), Ms. Colleen Morrissey (Content Area teacher), Mrs. Maria Mauleon (parent), Mrs. Lauren Strafford-Shiner (Content area teacher), Mrs. Rosemarie Giampaolo(parent coordinator), Ms. Randy Pine (Related Service Provider). The LAP team will assume responsibility for the success of the ESL program. The team works diligently together to create a rigorous, highly individualized, positive and nurturing environment for the children. The team holds meetings periodically where they strategically plan and discuss ways to refine and enhance instruction. Collaboratively, the team works to develop, refine, and deliver a plan that will better foster the specific needs of the students in our program.

All ESL classroom teachers and ESL licensed service providers will have a weekly common prep to accommodate for ongoing discussion, suggestions and collaboration regarding students performance, progress and needs from all students, grade 2-5.

Our staff members attend local and city-wide workshop to stay abreast of best practices as they pertain to using data to drive instruction. In addition the teachers of 3rd and 5th grade ELL students completed their Master's in Teaching English as a Second Language, adding the ESL certification to their certification on Content Area. To add on, our 4th grade teacher is working towards her certification in Teaching English as a Second Language.

To help reach our goals of the ESL program, we have incorporated research based strategies, such as scaffolding, using a variety of question types including those that promote higher order thinking skills, and providing ample opportunities for students to use their reading strategies. Scaffolding is being used as three interrelated scales or dimensions: the structural support characterized by the planned progression of curriculum across time, the procedures used in a particular activity, and the collaborative processes of interaction as students engage in a particular activity.

The first scale of scaffolding deals with support. The LAP team is there to support the students as they grow and mature as individuals over time. The ESL teacher will help the children succeed by giving them constant encouragement. The second scale deals with procedures. The procedures for implementing an activity will come out of our meetings during professional development, workshops attended, and from the ESL tool kit. The ESL Teacher will utilize a push-in program and will work collaboratively with the ELA department to form flexible groups based on data to meet the specific needs of the ELL student. Small group instruction will provide the ELL students the time, scaffolding, and differentiation they need and deserve. The third scale deals with interaction and is the most important of the three. The interaction between the students and the teacher is crucial to their development as individuals. We believe in interaction that is kind and encouraging – that builds upon the child's individual strengths - will promote a positive learning environment

A. Programming and Scheduling Information

and will help the children succeed in the program. The ESL teacher will need to display the character traits of PS 56 at all times so the children feel supported and can in turn, succeed. These scaffolding activities will provide support for learners who are not able to demonstrate strategic behaviors in their own learning activities. These supports will be gradually withdrawn as the student's gain proficiency, thus transferring more and more autonomy to the student.

In addition, the teachers provide frequent opportunities for interactions and discussions between teacher/student and among students, and encourage elaborated responses. The teachers also use group configurations that support language and content objectives of the lessons. The teachers give ample opportunities to students to clarify key concepts in L1 as needed with peer, or L1 text. The teachers also make sure that they provide comprehensible input. They use a variety of techniques to make concepts clear, such as modeling, visuals, hands-on activities, demonstrations, gestures, and body language. To help students build background knowledge the teachers explicitly link concepts to students' backgrounds and experiences. They also link past learning with new concepts and emphasize key vocabulary.

TARGET POPULATION

The ESL program at PS 56 will be geared toward children of various ethnic backgrounds such as (E.g. Spanish (28), Bengali (2), Arabic (8), Urdu (5), Punjabi (7), Hindi (4), and Chinese (1), in grades 2 to 5). We are a 2-5 grade school getting the overwhelming majority of students from PS51Q. In the past few years we have not had a great influx of newcomers in our school. Freestanding ESL was the program chosen by the parents at the beginning of the school year. This year we only had two eligible ELL-s new to NYC Public school system. Both parents chose ESL as their choice. The parents sign their selection at a parent meeting that was held for the students eligible for ESL services. Following the ESL guidelines, all of the work that we do with the children is in English. We do not have a bilingual program here at PS 56Q. If a child is in need of help, then we would try to get some information for them in their native language. All school information is available in the child's native language. Letters that are sent home are translated into the parents' native language by the Translation Unit ahead of time. Students get Native Language support in the classrooms. Native Language support is provided in forms of books in their native language, glossaries and word dictionaries in all content area, computer translated resources and buddy support system in the classroom. We also have a few Native Language paraprofessionals that are available to provide support during the school day and after school. They also run a Home-work afterschool program to assist students with their homework, in addition to the ESL After School Test Prep.

Our instruction is delivered in the Push-in model. The ESL teacher serves the students in grades 2-5. The majority of students are grouped in one class to facilitate the Push in model. Teachers of ELL students and the ESL teacher have Common Planning once a week on Tuesdays, when they map out the curriculum, discuss various techniques and ESL methodologies to facilitate building academic language in all content areas. They formulate academic and language goals and lessons to reflect these goals. Students receive both language and content instruction. New York State Standards, New York State ESL standards, Common Core Standards and grade level curriculum are used to provide a framework for content instruction. ELL Students with IEP-s that are in CTT classes or Self Contained classes are brought into their corresponding grade level ESL class to receive instruction based on their proficiency level. We also analyze the results of the NYSESLAT, LAB-R and Periodic Assessments to determine the linguistic and specific needs of each student. This data is disseminated to the classroom teachers who take it into consideration when delivering and assessing instruction. We also analyze our students' performance on the Periodic Assessment. We will look at their Fall 2011 results to narrow down the skills and strategies that our ELL-s need reinforcement with. Given the past test, these skills include applying self monitoring and self correcting strategies for accurate language production and written presentation; making predictions, inferences, and deductions; writing using the conventions and features of American English to effectively influence an audience; and following oral directions to participate in classroom and social activities.

Our school follows the Reader's and Writer's workshop model. The ESL teacher is invited to participate in grade meetings to facilitate planning and instruction. Content lessons are based on grade level curriculum and language instruction is centered around linguistic demands/functions on a topic. NLA support is provided in all content areas. Students use glossaries, word to word dictionaries, buddy support, computer translated materials. Students are taught academic functions (analyzing, describing, comparing, contrasting, inferencing, etc). while incorporated language lessons provide a way for grammar instruction. Students set individual goals in reading and writing (depending on the unit of study). Parents receive a progress report explaining the students' goals and steps we are taking to meet these goals. During our parent teacher conferences the parents discuss these goals with the teachers. Parents are encouraged and invited in various workshops throughout the year to help support the learning of their child, providing a bridge between home and school.

We currently have one SIFE student and one Long Term ELL. We have been implementing various strategies to facilitate learning. We have used differentiated instruction and scaffolding strategies based on the students needs and level. Our newcomers (41) who are at different stages of language acquisition are placed in flexible groups, so they listen to the modeled language of the more advanced students

A. Programming and Scheduling Information

while completing their tasks. Examples of differentiated instruction at the beginner and intermediate levels are evident in all areas of language development. The implementation of our research based reading program "Cornerstone" in grades 3-5 will provide ample opportunities in accelerating standard academic language learning. We feel that "Cornerstone" will provide challenging content-based language development and learning strategies that help students achieve academic goals. Also, this year we will use "Compass Learning Odyssey" in 3rd grade which is a computer based program that provides content in reading and math as well as differentiates the texts according to the students levels and strategies they need reinforcement in. The students listen to the passages and instructions which reinforces their listening skills. In fourth grade we use "Time to Know" where the students can listen to the reading passages or read the passages. When we analyzed our NYSESLAT data and Periodic Assessment one of the areas that our ELL-s need to work on is Listening, so we think that these two computer programs as well as the listening centers and listening activities in all our ESL classes will reinforce this area of need. In addition, all ESL classes will establish a Listening Center, which will be utilized as a center during Independent Reading Periods. In 2nd and 3rd grade we use "Foundations", a phonics based program, to help our newcomers in reading. New students also use the web based site "Starfall" to help them with reading and phonological awareness.

We have 15 LEP students who have received services for more than three years. Their language proficiency level is Advanced. Two of these students, who also have an Individualized Educational Plan, scored at the Intermediate level on the Spring NYSESLAT. The ESL teacher met with the classroom teachers and used the analysis of the NYSLAT and ELA to identify the areas of need. Looking at this data we identified that these students are proficient in speaking but they do not do very well in reading and writing. We also identified the areas of weakness, such as making predictions, summarizing, identifying main idea and making inferences. In writing we discovered that these students lack organization skills and usage of a wide vocabulary. We created a plan emphasizing reading and writing development. During our ELA periods for these students, we will examine different genres by looking at similarities and differences, organization, style, vocabulary, and author's purpose. Using the Reader's and Writer's workshop the students initially write a joint text with the teacher and later they write independently. As part of our Inquiry Team in the school we are looking at our Advanced students to identify the behaviors and set goals for these students, with the ultimate goal of becoming proficient as tested by NYSESLAT.

Our ELLs identified as having special needs receive ESL services as mandated by the CR Part 154. Students who are in Self-contained or CTT classes are brought into the ESL classes when the ESL teacher instructs during the literacy block. Their SMART goals and accommodations are taken into consideration when the ESL teacher provides instruction. The ESL teacher uses scaffolding strategies and differentiated instruction to deliver her instruction to these students. When the students work in groups they are encouraged to use all modalities of language- speaking, listening, reading, and writing. In addition, the ESL teacher is taking courses on Teaching Students with Disabilities, enabling her to incorporate these strategies into her lesson plans.

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

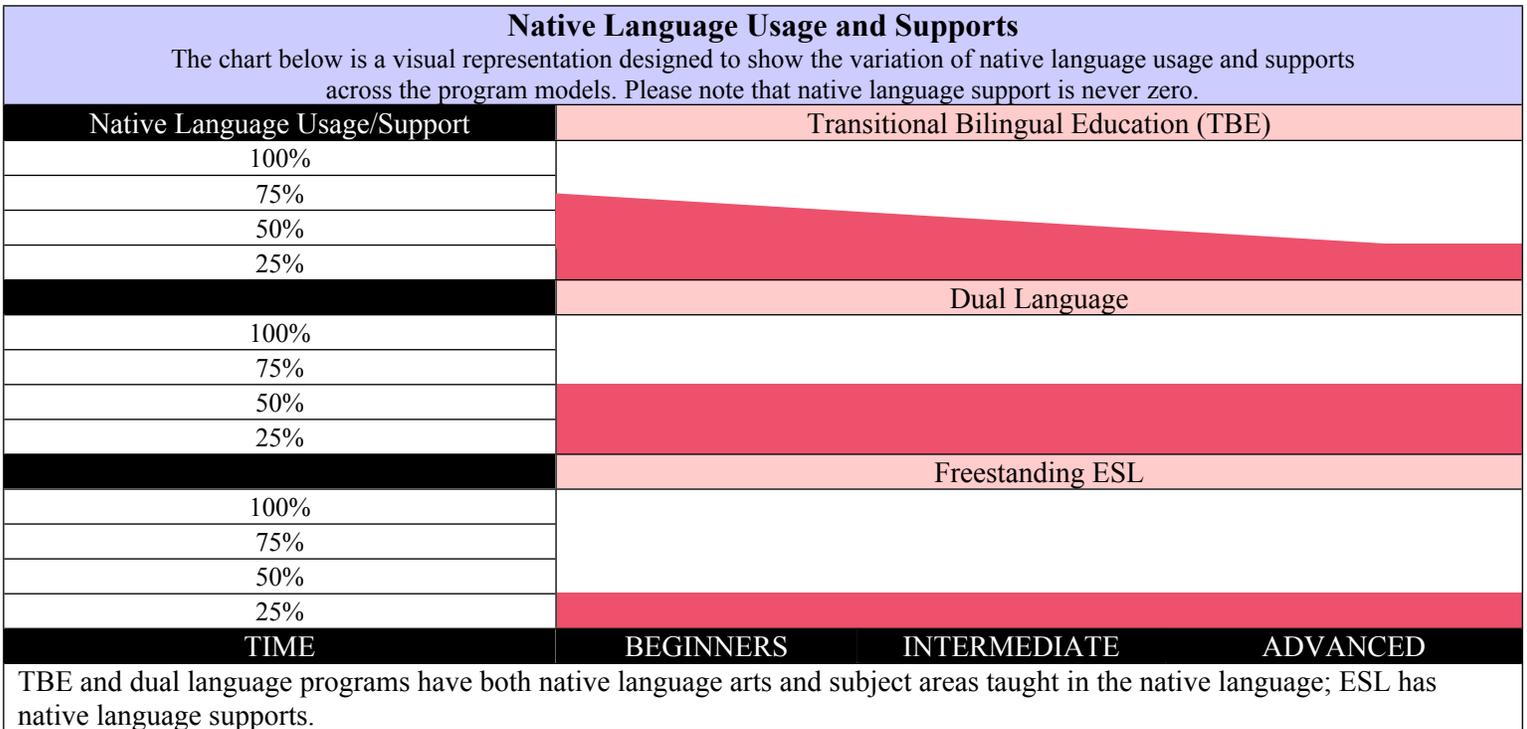
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

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



B. Programming and Scheduling Information--Continued

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

Students of all proficiency levels participate in an academically rigorous program. All students are expected to participate in grade-level lessons. We use scaffolding strategies and differentiated instruction based on their proficiency level and needs to accomplish their participation in grade level content. Teachers integrate reading into learning expeditions to teach content and to develop literacy skills. An anchor text or texts are chosen for read aloud's to help teach expedition content. Readers' workshop is used to teach decoding, comprehension strategies, learning expedition content, and to scaffold expedition products. Literature circle texts often relate to the expedition theme, illuminate guiding questions, and build background knowledge. Texts selected for learning expeditions include a variety of genres and primary sources. Classrooms contain libraries with an assortment of resources, including texts related to expeditions, student-produced books, primary sources, and a range of media, genres, and levels. Conferencing with students is an ongoing practice and provides an opportunity for teachers to measure progress toward meeting and exceeding grade level standards. PS 56 staff members attend various workshops throughout the year to stay abreast of current research and strategies.

During Writing, students use various scaffolds such as sentence builders, graphic organizers, and cloze activities. These strategies provide our Beginners and Intermediates with support while challenging them to learn content. Teachers develop and teach a common language for the writing process and the components of writing and use consistent practices for teaching and assessing writing. While the nature and amount of writing vary by discipline and grade level, writing is a major tool in all content areas. Teachers have a common understanding and language for teaching the components of writing Teachers explicitly teach writing through mini lessons, writers' workshops, and models. Teachers use their own writing to model the writing and revision process. Anchor charts document student understanding of the elements of good writing.

In Math, teachers promote flexibility in mathematical thinking by encouraging different ways to solve problems. We use "Everyday Math" program . In grades 2 and 3 teachers help students develop efficient problem-solving techniques. Students show the thinking behind their answers through numbers, words, graphs, and diagrams. Students make use of manipulatives as tools for thinking and representing. They also use glossaries, buddy support, word dictionaries to facilitate their learning. In addition, our ELL-s get additional instruction in Math three times a week as part of our additional instructional time.

Teaching ESL through content and differentiated instruction also prepares our newcomers for the New York State Exams. The students are exposed to a variety of literature, learn various reading strategies, write different genres, develop problem solving techniques, which prepares them for the state tests. In addition, students who are new to the country and have background knowledge in their native language may take the test in their native language or with a traslator.

Transitional students who have passed the NYSESLAT in the last 2 years will continue to receive support as they become full-time members of the mainstreamed classrooms. Some of these students are still in the ESL classrooms where the ESL teacher co-teaches with the classroom teacher, thus providing continued support for these students. Students who are in mainstreamed classrooms will continue to receive support by providing their testing accomodations for 2 years. They will continue to receive time-and-a half on state exams. In addition, the ESL teacher will provide support and guidance to the teachers of these students to ensure that they continue to develop their English proficiency. Periodic assessments, state exams and teacher observations will be used to track and monitor progress. They will also be invited to particiapate in Title III programs to strengthen their English development.

Our school uses a variety of technology to deliver and differentiate instruction. All our classrooms have Smart-Boards which are used throughout the day. Our ELL students receive valuable instruction visually and auditorally. This is the second year that we are utilizing two online curriculum programs in ELA and Math. In grade 3 children are using "Compass Learning Oddissey" and they use "Time to Know" in grade 4. These programs provide individual targeted instruction, practice and assessment for our ELL-s. We also use "istation" -

an online program, to assess students in various areas of reading, such as comprehension, text fluency, and vocabulary during our extended day time. Teachers analyze the assessment to identify the strengths and weaknesses of their students. In addition, we utilize various website such as Starfall (to help our newcomers in phonemic awareness and reading), etc. During our science or content area classes teachers utilize the web based program "Brain Pop". We also utilize Study Island which provides students with assessments in Math and ELA. Students are provided with their log-in information and are encouraged to use these websites at home as well.

Native Language Support is provided in the content areas and in the Literacy block. The classrooms have books in students' native languages. Students are also encouraged to use their native language as a reference point for learning new concepts. They may rely on a classroom buddy or print material in their own language. They are also taught to look for connections, such as cognates in their home language while gaining proficiency in English. When materials are not available in the native language, technology plays a role in making content comprehensible, such as images, games, and web quests are some ways we support comprehension of content material. As previously mentioned students also use glossaries and word to word dictionaries to make content comprehensible.

All our ELLs have equal access to all our school programs. PS 56 offers a technology program, during which the ELLs are able to complete various projects using the computer. In addition, ELL-s students are invited to participate in our music program and Glee Club that offers various performances to the students and parents throughout the year. In addition our school celebrates different cultures throughout the year. Our ELL-s participate in our Title III programs. This year we are going to have a "Homework Help" program, "Getting Ready for the NYSESLAT", "ELA" and "MATH" where all our ELLs and former ELLs are invited to participate.

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.

Staff development is ongoing. At PS 56 we hold grade meetings every week. Teachers meet with the other teachers on the grade and map out curriculum, identify efficient strategies, monitor students progress, etc. The ESL team meets once a week as well and discusses our goals for ELL students and identify strategies to achieve our goals. Our meetings have an agenda and the sign in sheets are filed accordingly. In addition, our staff meetings provide excellent opportunities for teachers. The ESL teachers are also part of the ESL inquiry team, which meets twice a month to analyze progress and set goals for our students. The teachers are also part of the grade level Inquiry teams. Throughout the year our ESL teacher and teachers of ELL students attend professional workshops provided by the Network or the Department of Education. During the past two years, the ESL teacher and the teachers of ELL-s have attended various professional development workshops provided by NYSBETAC, such as "Teaching Reading to ELL-s", "The Language of Science for ELL's", "Achieving Success for ELL's", "RTI for ELLs" etc. We also monitor that the new teachers get 7.5 hours of ELL professional development. Various workshops that the teachers go to fulfill these requirements. We also offer in-house ELL professional development to the new teachers and retain the documentation as required.

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?

Parents workshops are ongoing and focus on strategies to incorporate their child's learning style at home, ways to increase reading at home, and opportunities to learn about curricula. Within two weeks of the new school year we hold a parent orientation workshop. Parents are given an overview of what's expected in their child's grade and the curriculum. This year we already held a few parents information workshops such as "Reading Strategies", "How To Choose a Just Right Book", and "Math Strategies". These workshops were really well-received by our ELL parents who would like to help their child at home. We also hold "ARIS Parent Link", to advise and inform parents on how to access ARIS. In addition, we hold a lot of evening events such as Daddy and Me, Mommy and Me, Bingo Night, etc which are well received by the parents. We are going to have an OEM workshop - presentation for the 2nd and 3rd graders and in the evening the Outside School Time program will hold a presentation for the parents. As we get closer to the state exams we are going to hold workshops on strategies and how to do well on these tests. The ESL teacher will hold a workshop on "Getting Ready for the NYSESLAT".

At the beginning of the school year we sent out a survey to parents which lets us know which are the needs of the parents. As we get the surveys back the Parents Coordinator discusses with the Leadership Team and a list of workshops is produced. Parents receive their letter and all communication in their native language if necessary. Our letters are translated in Spanish, Punjabi, Urdu, Arabic and Bengali. In case parents need assistance in their language we make use of the staff at PS 56 who speaks that language.

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)			2	1	2	2								7
Intermediate(I)			2	3	7	4								16
Advanced (A)			6	5	12	11								34
Total	0	0	10	9	21	17	0	0	0	0	0	0	0	57

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	8	2		19
4	2	10	0		12
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		13		5				22
4	1		9		4				14
5									0
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	4		4		5				13
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

New York State Regents Exam

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

Native Language Tests

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

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

- 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.

PS 56 utilizes a wide range of assessment tools to assess the early literacy of ELL students. In grade 2 we use M-Class(Dibels). We also use Fountas and Pinnel in grades 2-5. This assessment is performed every two months and we use the date to drive our differentiated instruction. This data provides us with valuable information about our ELL-s and their literacy level. We set benchmarks every three months and revisit these periodically to identify ways to better reach our ELL population. This data is used to drive differentiated instruction. Students are placed into Guided Reading groups a few times a week based on their reading level. They are exposed to the strategies while they read a book on their level.

We analyze the NYSESLAT and LAB-R data at the beginning of the school year and throughout the year as needed. Looking at the data of Spring 2011 NYSESLAT and Fall 2011 LAB-R in grades 3-5 we have 5 Beginner students , 14 Intermediate, and 28 Advanced. Our

Advanced students make up the majority of our ELL population in grades 4 and 5. In our 4th grade ESL we have the most Intermediate students(7). The ESL teacher has shared this information with the classroom teachers. Teachers use ESL methodologies, they scaffold their instruction to make input comprehensible for these students.

Analyzing the modalities of the NYSESLAT we have found out that we have more Beginners in Reading/writing modalities than in Speaking/Listening. We also have a few students that have scores Proficient in two modalities and are Advanced or Intermediate in the others. We are looking at these students as part of our Inquiry process at PS 56 to identify specific behaviors and skills that these students need to make progress.

We will also analyzed the Fall 2011 ELL Assessment to identify skills that our ELL-s need reinforcement in. Looking at last year's Assessment we have 2 students in grades 3-5 that scored in the 25%; 6 students that scored in the 26-50%; 22 students who scored in the 51-75%; and 29 students who scored in the 76-100%. This data correlates with their Language Proficiency levels. We also performed a thorough analysis of the three modalities. In Reading our 3rd and 4th grade students did not do very well in make predictions, inferences, and deductions; discussing the meaning of literary works to understand and interpret text presented in a written form; recognizing personal point of view in self and others in discussing, interpreting, and evaluating information. In writing 3rd and 4th grade students scored poorly on applying self monitoring and self correcting strategies for accurate language production and written presentation, using established criteria for effective presentation of information; and writing using the conventions and features of American English, to effectively influence an audience. In Listening, our 3-rd and 4th grades did not do very well on apply learning strategies to acquire information and make oral texts comprehensible and meaningful; and selecting information appropriate to the purpose of the investigation, and relate ideas from one spoken source to the other.

Our 5th grades which make up the majority of our Advanced students did better than our lower grades. We will look at their Fall 2011 Ell Assessment we will identify the area of need. Last year in reading, our 5th graders did not do well on applying learning strategies to acquire information and make written text comprehensible and meaningful; and making and supporting inferences about information and ideas with reference to features in written text. In writing, they did not do well on using appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and situations; and writing using the conventions and features of American English to effectively influence the audience. In Listening these are the areas of need: Following oral directions to participate in classroom and social activities; and demonstrating familiarity with cultural and language patterns and norms in American English.

This Assesment will serve as another point of reference for our lessons. Teachers will be provided with this information and they are going to use it to drive diferrentiated instruction. In addition, the ESL team will identify meaningful activities to meet the needs of these students. Informal assessments will be performed to measure progress. Our benchmarks will help us in measuring the progress of our ELL-s. Parents will be provided with this information periodically throughout the year to facilitate a better learning experince for their child.

****Note: the data mentioned in this report is as of September 23, 2011.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)

School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ann Leiter	Principal		9/26/11
Maria Lamberti	Assistant Principal		9/26/11
Rosemarie Giampaolo	Parent Coordinator		9/26/11
Entela Kodra	ESL Teacher		9/26/11
Maria Mauleon Ramirez	Parent		9/26/11
Colleen Morrissey	Teacher/Subject Area		9/26/11
Lauren Strafford-Shiner	Teacher/Subject Area		9/26/11
	Coach		
	Coach		
Giovanna Kroboth	Guidance Counselor		9/26/11
Sandy Litrico	Network Leader		9/26/11
Randy Pine	Other		9/26/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q056 **School Name:** P.S. 056 Harry Eichler

Cluster: IV **Network:** CFN 406

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.

At PS 56 we take all the necessary steps to identify our translation and interpretation needs. We run the Home Language Report for our school (RHLA) to gather data regarding the languages spoken at home. We also analyze their Home Language Surveys to ensure that all parents are provided with appropriate and timely information in a language that they can understand.

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.

Based on HLIS forms, the RHLA report, and the knowledge of the school community needs, PS 56 identifies needs for translation and interpretation services to facilitate parents' understanding of the NCLB requirements and policies, NY State and City learning and performance standards, and schools academic expectations and policies. Furthermore, to keep all parents informed about the Children First reform, we provide translation services of major NYCDOE documents and Chancellor's letters and regulations. Our parents' letters are also translated in the parents' language of choice.

These findings are shared with the school community during the September PTA Meeting. The Home Language Report for PS 56 (RHLA) from November 2011 indicates that 194 students' families (out of 437 total) speak English at home. The second vast majority speak Spanish, 96 students' families. The other common languages that were identified are as follows: Punjabi (66), Arabic (19), Urdu (18), Bengali (17) and Hindi (7).

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.

As described above, based on the community needs, we provide written translation and oral interpretation services. Parents are aware of them through posters printed in their languages. Parent handbooks are available in translated versions (Spanish and Arabic) along with school home communications. Written translations will be provided by DOE Translation Unit or in certain cases by bilingual in-house personnel. The SLT and PTA are involved in parent outreach.

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.

Additionally, PS 56 identifies needs for oral interpretation during parent-teacher conferences and meetings in general. These services are provided by the DOE Translation Unit using phone conferencing or in-house bilingual staff members. As per Section VII of Chancellor's Regulations A-663, the school provides each parent whose primary language is a covered language and who require assistance services with a copy of the Bill of Parents Rights and Responsibilities, which includes their rights regarding translation and interpretation services. Signs are posted at the primary entrance of the building in the most prominent covered languages informing parents of the availability of interpretation services. The school also provides parents with forms in the covered languages.

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>.

All parent communications for school policies, events and notifications are sent out as numbered parent letters. They are forwarded to the DOE Translation Unit two weeks in advance to provide parents with written translations of all school notices. Scheduled interpretations for Special Education meeting, medical appointment, safety and discipline related matters, etc., will utilize the services of the DOE Interpretation Unit as needed. Language assistance is provided during Parent Curriculum Workshops through a Spanish-speaking, bilingual Paraprofessional who translates information and questions from parents.

A child's primary language is determined by the information provided by a parent on the Home Language Survey when they initially registered into the NYC DOE system. A record of each child's primary language is maintained and used for distribution of translated parent information and other possible interpretation needs.

Additional available bilingual staff members are paid per session to provide interpretation service during parent-teacher conferences as needed. These services are funded through Title I Translation allocations.

Standard DOE translated documents are used when available, including report cards, the DOE Discipline Code, curriculum related information for parents, . Parents who identify primary language as one of the DOE covered languages will be provided with a copy of the Bill of Parent Rights and Responsibilities. Parents will also be given the website containing this information as well. Standard DOE translated documents will be issued regarding registration, report cards, the Discipline Code, referral process, transfer and discharge, etc.

The bulletin board at the main entrance displays signs in Spanish, Urdu, Arabic, and Chinese announcing the availability of interpretation services. The School Safety desk displays signs in the above languages stating the same.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 56 QHarry Eichler	DBN: 27Q056
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: To assure success for our LEP students, we will use Title III funds to provide supplemental services that will help them in English Language acquisition and learning. Our ESL after school program will consist of: ESL Literacy/ Homework Help (grade 2), ESL/ELA Literacy (grade3), NYSESLAT/ ELA Test Prep (grade 4/5) . ESL/ELA Literacy(grade 3) will run from November 1, 2012 to January 31, 2013, Tuesday, Wednesday and Thursday, from 3PM to 4:30 PM. This program will be held over 33 instructional sessions. NYSESLAT/ ELA Test Prep (grade 4-5) will run from February 1 to May 16, 2013, Tuesday, Wednesday and Thursday, from 3 PM to 4:30 PM. This program will consist of 37 instructional sessions. ESL Literacy/ Homework Help(grade 2) will run from December 18, 2012 to May 16 , 2013, Tuesday, Wednesday, and Thursday from 3PM to 4:30 PM. This program will be held over 50 instructional sessions.

As of October 22, 2012 we have identified 60 LEP students that are receiving ESL services. The ESL After school program will target about 40 LEP students in grades 2 – 5 at different proficiency levels as identified by the NYSESLAT. The Literacy program will also target about 10 former ELLs. Group size will be maintained at 10-15 students per teacher. Since most of the students take standardized exams the after school program will provide additional support in test preparation. In addition to test preparation, this program will provide ample opportunities for our students to improve their English literacy skills, such as vocabulary development, fluency, and comprehension.

When grouping the students the teachers will take into consideration their language proficiency in addition to various assessments used to identify their strengths and weaknesses, including Fountas & Pinnell reading levels, Scantron, results on reading assessments, and student performance on DIBELS.

ESL/ELA literacy afterschool program (grade 3) will run from November 1, 2012 to January 31, 2013 , 3 days a week. This program will run from 3 PM to 4:30 PM on Tuesday, Wednesday and Thursday. This program will consist of 33 instructional sessions. This program will address the linguistic and literacy needs of struggling Intermediate students. The students will rotate for 45 minute period between the ESL teacher and CB teacher. The certified ESL teacher and CB teacher will work on fundamental literacy skills such as vocabulary development, activating prior knowledge, text representation, metacognitive development, and building schema. The teachers will use picture dictionaries, leveled library books, and technology to facilitate the acquisition of academic English. The teachers will use " Words in Action", a vocabulary program that incorporates the latest research in vocabulary instruction.

The other subgroup will consist of students that have a strong foundation in English literacy and are likely to test Proficient on the Spring 2013 administration of NYSESLAT. Students from grades 4-5 will participate in the NYSESLAT/ELA Test Prep. From February 1, 2013 to May 16, 2013 the certified ESL teacher will use the research based program "Getting Ready for the NYSESLAT". This program will run

Part B: Direct Instruction Supplemental Program Information

from 3 PM to 4:30 PM on Tuesday, Wednesday, and Thursday. This program will consist of 37 instructional sessions. The instruction will be in English and the ESL teacher will make use of research based strategies that are proven to accelerate the academic achievement of ELLs. The teacher will implement vocabulary enrichment, scaffolding and supports for writing. In addition to “Getting Ready for the NYSESLAT” the teacher will use graphic organizers, visual aids, leveled books, and books on tape/CD to accelerate student learning.

The ESL Literacy/Homework Help for ELLs in grade 2 will run from Dec 18, 2012 to May 16, 2013 three days a week (Tuesday, Wednesday, Thursday) from 3PM to 4:30 PM. This program will consist of 50 instructional sessions. In addition, students from other grades who have scored at the Beginning level on the NYSESLAT or LAB-R will also be encouraged to participate. This program will be run by the ESL teacher and a certified common branch teacher with extensive experience in servicing ELL students. The students will rotate for 45 minute period between the ESL teacher and CB teacher. The certified Common Branch teacher will collaborate with the ESL teacher in planning and implementing literacy instruction based on the needs of the students. Teachers will provide instruction and assistance to students on study skills, fluency and comprehension. Teachers will use the research based fluency program "Read Naturally" to target the fluency needs and the ELL component of "Journeys", a research based literacy program, to target comprehension and vocabulary development.

As mentioned above, PS 56 purchases research based programs and materials that facilitate language learning and acquisition. We also analyze students' assessment to determine the quality of supplemental materials that we purchase for ELLs. ESL teachers consult with the Principal and other classroom teachers when buying and implementing new programs and materials. Title III funds will be used to support our ELLs in these extended day programs. The following are samples of the materials that will be purchased: Words in Action, Getting Ready for the NYSESLAT, Kaplan test preparation materials, etc.

Part C: Professional Development

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

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

Begin description here: PS 56 has a very well functioning developmental program that targets teaching English Language Learners. Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching ELLs. It will also focus on how to prepare ELLs to meet NYS performance and learning standards and achieve higher scores on city and state assessments.

Teachers involved in teaching ELLs in the ESL After school program will meet as a study group prior to the start of the program. They will meet for four days and will concentrate on a study of the SIOP method and targeted pedagogical strategies that can accelerate ELL's academic achievement and English language acquisition. The teachers will analyze the most recent research based language

Part C: Professional Development

acquisition practical suggestions in the following areas: vocabulary, scaffolding, native language and writing. They will complete a data analysis of ELL students participating in the After school program to identify implications for instruction. Title III funds will also be used to provide per-diem coverages to allow teacher attendance in workshops, both in school and outside the building.

Part D: Parental Engagement Activities

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

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

Begin description here: In support of strengthening student academic achievement PS 56 will enable parent engagement activities targeted toward parents of our LEP students. Title III program will provide ELL parents/guardians with the opportunity to attend a series of workshops, so they can better assist in the education and learning of their child at home. These instructional workshops will run for at least one hour after school from 6:30 PM to 7:30 to accommodate different schedules on the following topics:

- How is my child’s English? What can I do to help?
- How can technology help us learn better?
- What are some explicit literacy practices that I can help my child with?
- * What is the science curriculum?
- * Prove Your Thinking
- * What are the "Strategies?"

We are going to have 7 workshops in the coming months. There will be 7 instructional session to accommodate these workshops. Parent workshops will be facilitated by the ESL teacher or content area teachers that have experience in teaching ESL students. Parents will be notified with notices in their language of choice.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		