



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE LOUIS DESARIO SCHOOL

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

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

SUPERINTENDENT: MRS. ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Dean Scali	*Principal or Designee	
Nicole Netzel	*UFT Chapter Leader or Designee	
Patty Bailey	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Theresa Bradley	Member/Teacher	
Lori Jones	Member/Teacher	
Elizabeth Ruiz-Gomez	Member/Teacher	
Lesa Levy	Member/Parent	
Donna Vasquez	Member/Parent	
Tara Goldstein	Member/Parent	
Adrienne LaGressa	Member/Parent	

** 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, 100% of all classroom teachers will have planned, developed and/or modified existing units and immerse students in at least two units aligned to Common Core Learning Standards in literacy, one of which will be in a content area and two units in math.

Comprehensive needs assessment

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

To deepen the work of the previous years and to meet needs of NYC DOE Citywide Instructional Expectations, we have set this goal. Basing on evidence obtained from classroom walks, observations and last year's Quality Review, there is a need for more instructional rigor that can be built-in future units of study. Engaging students in rigorous tasks will also lead teachers to working together to formulate, modify, prepare and use tasks that will be aligned to specific Common Core Learning Standards (CCLS) across and along grades, developing a foundation upon which increasing instructional continuity can be built.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) 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.

Introduction of NYCDOE selected performance tasks to all Teachers during staff conference days in September 2012. Teachers and Administration will establish goals based on many factors including but not limited to; CCLS, item skills analysis of ELA and MATH data, student writing samples, students' performance in class, etc. By establishing a goal and then defining the appropriate post assessment of what students should be able to do after a unit, using backward design, teachers along the grade levels will work together to create rigorous and aligned tasks for students at various ability levels. Additional staff planning time will be created for teams of teachers to effectively plan. Data analysis of past ELA and Math performance, pre-assessments and current student work during inquiry will help determine the goals needed and goals met throughout the unit. During the first Chancellors' Conference day, various task/plans gathered from NYCDOE, Common Core and EngageNY will be used to help formulate new and modified plans. Teachers, by grade level, will determine the plans they would like to further develop as well. Over the course of the next few months teachers will work in teams during grade level planning to modify the plans as needed based on our students' needs. All grades, K-5, will modify/create plans that focus on non-fiction reading and or writing including finding evidence from text and creation of completely new units for Math. Tasks will be started November/December and then again in February/March in ELA and Math. Teachers will be supported by administration, coach, Mondo staff developer and the CFN.

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.

Provide opportunities for parents to participate in a performance task in MATH and ELA and have the parents identify alignment to CCLS.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Administration and the Instructional team, through frequent observation, evaluation and discussion regarding the development, implementation, challenges and successes of the tasks will be ongoing throughout the year.**
- **Utilizing budget for personnel to build in various common planning throughout the week for grades to meet, analyze data and student work and plan.**
- **Use money set aside from PTA and SI Foundation grant and Tax Levy funding to provide full days of grade level planning for all grades.**

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, Principal and Assistant Principal will conduct 4-6 informal/formal observations of each teacher, using selected components of the Charlotte Danielson Framework for Teaching rubrics to articulate clear expectations for teaching practice and to provide meaningful and timely feedback.

Comprehensive needs assessment

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

Based on the belief that improving teaching will improve student performance we continue to use the Danielson Framework for Teaching. Expanding on previous year's work with Danielson we are focused on 3 competencies for this school year (suggested by the NYCDOE Citywide Instructional Expectations). They are Designing coherent instruction (1e); Using questioning and discussion techniques (3b); Using assessment in instruction (3d).

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.

School leaders will conduct frequent formative classroom observations and provide teachers with formative feedback and professional development to support improved practice in identified competencies and across a common framework. We will use common language and feedback forms to help establish better continuity along and across grades. Observations will be recorded and follow-up observations will be conducted as well. Providing assistance to staff on an as needed basis. Training will be provided to staff with the characteristics "The look-fors" of each competency. Cycles of observations will be spread out across the year.

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.

To provide parent workshop on the Danielson Framework for Teaching and how it can be used to strengthen teacher practice.

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).
- **Administration and the Instructional team, through frequent observation, evaluation and discussion regarding the development, implementation, challenges and successes of the tasks will be ongoing throughout the year.**
- **Utilizing budget for personnel to build in various common planning throughout the week for grades to meet, analyze data and student work and plan.**
- **Use money set aside from PTA and SI Foundation grant and Tax Levy funding to provide full days of grade level planning for all grades.**

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, 100% of general educations teachers will review and modify, as needed, the instructional cope and sequence for MATH, aligning MATH curriculum to Common Core Standards.

Comprehensive needs assessment

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

Unpacking the CIE for 2012-2013, there has been a shift in instructional focus for math instruction this year to better align to CCLS. CCLS requires fluency, application and conceptual understanding and our previous program needs to reorganize math content into fewer topics and allow for more time to focus on the major work of each grade.

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.

Introduction of NYCDOE selected performance tasks to all Teachers during staff conference days in September 2012. Teachers and Administration will establish goals based on many factors including but not limited to; CCLS, item skills analysis of MATH data, and students' performance in class. By establishing a goal and then defining the appropriate post assessment of what students should be able to do after a unit, using backward design, teachers along the grade levels will work together to create rigorous and aligned tasks for students at various ability levels. Additional staff planning time will be created for teams of teachers to effectively plan. Data analysis of past Math performance, Pre-assessments and current student work during inquiry work will help determine the goals needed and goals met throughout the unit. During the first Chancellors' Conference day, various task/plans gathered from NYCDOE, Common Core and EngageNY, and NYC DOE scope and sequence will be used to help formulate new and modified plans. Teachers, by grade level, will determine the plans they would like to further develop as well. Over the course of the next few months teachers will work in teams during grade level planning to modify the plans as needed based on our students' needs. All grades, K-5, will modify/create plans that focus on reorganizing math content. Tasks will be started November/December and then again in February/March in ELA and Math. Teachers will be supported by administration, coach, Mondo staff developer and the CFN.

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.

Provide opportunities for parents to participate in a performance task in new MATH and have the parents identify alignment to CCLS and CIE.

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).
- **Administration and the Instructional team, through frequent observation, evaluation and discussion regarding the development, implementation, challenges and successes of the tasks will be ongoing throughout the year.**
- **Utilizing budget for personnel to build in various common planning throughout the week for grades to meet, analyze data and student work and plan.**
- **Use money set aside from PTA and SI Foundation grant and Tax Levy funding to provide full days of grade level planning for all grades.**

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.

By June 2013, 100% of general educations teachers will review and modify and incorporate more opportunities for students to read and respond to a combination of texts.

Comprehensive needs assessment

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

A key area of concern for the last couple of years was that not all students can handle grade level literature on assessments by using techniques where students read from independently leveled texts almost all the time.

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.

To this end teachers will incorporate the use of class mentor texts along-side using just-right level reading to use with all students and that the students will be responsible for responding to citing evidence from their reading. To accomplish this work we have modified the ELA pacing calendars incorporating fewer units allowing more time for deeper instruction in each unit. In addition to regularly scheduled common planning and conference days, teachers will be covered for full days of time to develop curriculum units along with administration. Teachers will plan as a grade from pre, mid-unit and post-assessments through teaching points. Deciding on mentor texts and groups of common texts to use with smaller groups of students for strategic grouping. Teachers along the grade will have common start times and end times for units and tweak as needed based on student data. We are using NYC DOE scope and sequence, Common Core Learning Standards and support from our CFN as we modify our units for this year.

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.

Provide opportunities for parents to participate in a performance task in new MATH and have the parents identify alignment to CCLS and CIE.

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).
- **Administration and the Instructional team, through frequent observation, evaluation and discussion regarding the development, implementation, challenges and successes of the tasks will be ongoing throughout the year.**
- **Utilizing budget for personnel to build in various common planning throughout the week for grades to meet, analyze data and student work and plan.**
- **Use money set aside from PTA and SI Foundation grant and Tax Levy funding to provide full days of grade level planning for all grades.**

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.

N/A

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	<ul style="list-style-type: none"> • Learning Leaders • in-class small group instruction • differentiated lesson planning • multiple entry points • extended day 	<ul style="list-style-type: none"> • Learning Leaders - one-to-one • In-class small group • Grouping for instruction • Extended day – small group 	Throughout the school day and during extended day
Mathematics	<ul style="list-style-type: none"> • Learning Leaders • in-class small group instruction • differentiated lesson planning • multiple entry points • extended day 	<ul style="list-style-type: none"> • Learning Leaders - one-to-one • In-class small group • Grouping for instruction • Extended day – small group 	Throughout the school day and during extended day
Science	<ul style="list-style-type: none"> • In class group work • differentiated lesson planning 	In class during instruction	Throughout the school day
Social Studies	<ul style="list-style-type: none"> • In class group work • differentiated lesson planning 	In class during instruction	Throughout the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • social, emotional and behavioral supports based on individual need 	<ul style="list-style-type: none"> • Support is offered on a one-to-one basis or small group 	Throughout 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 HQT, as defined by NCLB

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

To ensure that current staff members remain highly qualified in order to achieve our 2012-2013 goals, we will:

- Provide professional development opportunities for teachers, targeted at deepening their understanding of the Common Core Learning Standards and related educational methodologies. In-house professional development is conducted by our coach and/or Lead Teachers and CFN 604 support specialists. Our teachers attend out-of-building workshops sponsored by our CFN as appropriate. Cluster teachers will also become more involved with planning with grade level staff and attend professional development focusing on RTI, expanding writing in content area instruction and Close Reading.
- Classroom teachers are members of an inquiry group, studying student work and focusing on grade selected objectives. Administration supports teacher data inquiry team work and through scheduling and use of funding resources, provides opportunities for teachers to collaborate on planning strategies to help students achieve success.
- Utilizing the Danielson's Framework for Teaching, teachers are regularly observed and provided with feedback to support citywide expectations for improving instruction.

**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

N/A

***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;
- 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; Addition of Interim Progress Reports
- Implement E-Chalk communications tool before the end of the 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; Learning Leaders, Class Liaisons
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences; Parent workshop for ELA and MATH

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;

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 my child's homework tasks, daily;
- read to my child and/or discuss what my child is reading each day, increasing the amount of reading throughout the year
- 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;
- 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., 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.
- always be prepared on time and complete academic responsibilities.
- follow directions at all times.
- keep hands, feet and objects to yourself.
- walk quietly throughout the school building.

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 Jose Ruiz/Richard Gallo	District 31	Borough Staten Island	School Number 056
School Name The Louis Desario School			

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

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

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	2	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	765	Total Number of ELLs	4	ELLs as share of total student population (%)	0.52%
------------------------------------	------------	----------------------	----------	---	--------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" 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 <input type="checkbox"/>
--	--

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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	0	0	0	3	0	1								4
Total	0	0	0	3	0	1	0	0	0	0	0	0	0	4

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	3	0	2	1		1				4
Total	3	0	2	1	0	1	0	0	0	4

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
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: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

- heritage classes
- foreign language (LOTE) classes

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

The ESL teacher will continue to attend all mandated professional development and will continue to participate in our in-house literacy professional development provided by Columbia University Teachers' College. The ESL teacher also attends the Division of School Support and Instruction professional development meetings provided by CFN 604. The ESL teacher and the Assistant Principal attend professional development meetings and turn-key the information to classroom teachers. P.S. 56's Administration and Middle school administrators set up a 5th grade visit th the middel school, I.S. 34. educators and assistant principals from I.S. 34 visit all of our 5th grade students and explain the articulation process, what is expected for the transition from elementary to middle school, and the instructional choices offered for all of our 5th graders as they enter middle school.

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

E. Parental Involvement

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

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	1		0	0	0	0	0	0	0	0	0	1
Intermediate(I)	0	0	1		0		0	0	0	0	0	0	0	1
Advanced (A)	0	0	1		1		0	0	0	0	0	0	0	2
Total	0	0	3	0	1	0	0	0	0	0	0	0	0	4

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

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

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1		1		2
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

All ESL students in grades 3-5 participate in content area assessments and eligible students in attendance for more than one year take the NYS ELA assessments.

Students enrolled for fewer than three years have services geared toward proficient levels on NYSESLAT. Students needing extension of services for more than three years continue to receive services based on NYSESLAT levels attained. If ELL students services are extended or little progress is being made, an AIS Program may be offered to assist them. There is continued collaborative planning between ESL teacher and classroom teacher and when necessary with our Pupil Progress Team (PPT) and parent to discuss additional services.

ESL students are assessed using various tools periodically throughout the year. Students in kindergarten through fifth grade are assessed using running records, Blended Assessments, ELL periodic assessments, etc. ELL periodic assessments are analyzed by the ESL teacher and results are discussed with classroom teachers. The data is used to inform and plan instruction for each student. Although we are not experiencing large populations of ESL students, NYSESLAT data shows ELL students making progress towards proficiency with few exceptions by the third year enrolled in ELL services. With few exceptions the ESL program provides immersion in the English language in a low risk environment for ESL students to explore, read, write and speak as they develop their English language skills

Students not making progress according to NYSESLAT scores and teacher evaluation, bilingual evaluations may be recommended by the team.

Additional Information

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

N/A

Part VI: LAP Assurances

School Name: <u>The Louis Desario School</u>		School DBN: <u>31R056</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)

School Name: The Louis Desario School

School DBN: 31R056

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dean Scali	Principal		12/1/11
Diana De Rose	Assistant Principal		12/1/11
Nancy Falcon	Parent Coordinator		12/1/11
Julie Maltese	ESL Teacher		12/1/11
N/A	Parent		
N/A	Teacher/Subject Area		
N/A	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
N/A	Guidance Counselor		
N/A	Network Leader		
N/A	Other		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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