Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: LEWIS H. LATIMER - P.S. 56

DBN (*i.e. 01M001*): 13K056

Principal: DEBORAH CLARK JOHNSON

Principal Email: DCLARKJ@SCHOOLS.NYC.GOV

Superintendent: BARBARA FREEMAN

Network Leader: KAREN AMES

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Deborah Clark Johnson	*Principal or Designee	
Natalie Johnson	*UFT Chapter Leader or Designee	
Shelly Gibbs	*PA/PTA President or Designated Co-President	
Marvin Williams	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Sabrena Johnson	Member/	
Andrea McFarlane	Member/	
Yanique Best	Member/	
Odetta Fraser	Member/	
Judy Glean	Member/	
Walton Gamory	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	**School Leadership Team Signature Page**
x	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	**Academic Intervention Services (AIS)**
x	**Title I Plan (Only for schools receiving Title I funding)**
x	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To focus on the infusion of the CCLS into our current teaching practice of literacy; resulting in an 8 0% implementation of the new CCLS.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
A schoolwide approach to curriculum mappings shows a need for additional staff development in implementation of CCLS. Prioritize and identified bottom third in ELA on MoSL as IEP, ELL and Level's 1 & 2 as well as those in need that didn't fit into those categories

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
Teachers of all student groups will continue participation in directed staff development that develops needed skill and proficiency in CCLS in literacy.
B. Key personnel and other resources used to implement each strategy/activity
Professional Development will be provided by Literacy Specialist from network to guide and assist teachers. ***Continue to provide workshops, monthly PD in school, Lunch & Learn sessions and outside teacher curriculum development sessions.***
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
Professional Learning teams will collaborate and plan curriculum maps for literacy development. Use of running records as a baseline and benchmarks to mark the impact of growth.
D. Timeline for implementation and completion including start and end dates
By February 2014 students will be able to complete at least one rigorous task that demonstrates using a written response to the informational text through group activities and prompting and support. By June 2014 students will complete at least one rigorous task that demonstrates using a written analysis of informational texts
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
B. Per Diem ***C. Inquiry Team*** ***D. No cost associated w/activity***

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).
Family workshops have been offered that give families skills and information on helping their children with CCLS. We have family literacy/math nights that support family involvement. Collaborations with public libraries, target and Barnes & Noble are new initiatives to increase parent involvement.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**	**x**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**x**	**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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 2014 students will complete at least two rigorous task that demonstrates using mathematics to solve authentic problems in our world.

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Teachers of all student groups will continue participation in directed staff development that develops needed skill and proficiency in CCLS in mathematics.

B. Key personnel and other resources used to implement each strategy/activity

Professional Development will be provided by Math Coach to guide and assist teachers. Continue to provide workshops, monthly PD in school, Lunch & Learn sessions and outside teacher curriculum development session

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Professional Learning teams will collaborate and plan curriculum maps for mathematics development. Use of running records as a baseline and benchmarks to mark the impact of growth.

D. Timeline for implementation and completion including start and end dates

Curriculum mapping began in Spring 2013, Revisions and planning continue, Task work will be done beginning January 2014. Professional Learning Teams will focus on assessing student work and on developing rubics that are consistent across the grades.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

B. Inquiry team, Per session, Common Preps, No Cost Activity, Per Diem
C. Common Prep, Math Coach
D. Math Coach, Inquiry Team, No Cost associated w/Activity, Common Prep

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).

Family Workshops have been planned that will give families skills and information on helping their children with CCLS.
We have family literacy/math nights that support family involvement. Collaborations with public libraries, target and Barnes & Noble are new initiatives to increase parent involvement.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	x	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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 2014, there will be an increase of 5% of the children with disabilities in grades 4 and 5 making yearly progress as measured by the state ELA exam.

Comprehensive Needs Assessment

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

Item analysis data from the 2013 New York state ELA exams were examined to identify the needs of the students. Scores from predictive and diagnostic assessments furnished by Acuity were analyzed to demonstrate student academic needs over time. Students' Individualized Educational Plans (IEPs) were

reviewed for data and new goals were written in accordance with this goal.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

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

B. Key personnel and other resources used to implement each strategy/activity

CSE will provide professional development for school base support team and teachers. Monthly meetings will be held with supervisors to identify problem areas.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Professional Learning teams will collaborate and plan curriculum maps for development. Use of running records as a baseline and benchmarks will mark the impact of growth.

D. Timeline for implementation and completion including start and end dates

Curriculum mapping began in Spring 2013, Revisions and planning continue, Task work will be done beginning January 2014
Professional Learning Teams will focus on assessing student work and on developing rubics that are consistent across the grade

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

B. No cost activity, Inquiry Team, Literacy Coach, Common Prep

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).

Family Workshops have been planned that will give families skills and information on helping their children with CCLS.
We have family literacy/math nights that support family involvement. Collaborations with public libraries, target and Barnes & Noble are new initiatives to increase parent involvement.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	**Tax Levy**		**Title IA**		**Title IIA**	**x**	**Title III**		**Set Aside**	**x**	**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, 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	Wilson	Small Group	During school Day
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Interactive writings and role play.	Small group	During school day

Title I Information Page (TIP)

For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
x	**School Wide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All staff highly qualified teachers

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Continue to provide workshops, monthly PD in school, Lunch & Learn sessions and outside teacher curriculum development sessions.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
One percent of Title I funds are setaside to support parent involvement activities, i.e. workshops, community outreach to headstart programs and outreach to other cbo's. In addition, funds are setaside for basic emergency supplies for STH population and violence prevention programs.

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Principal and parent coordinator meet with directors of neighboring headstart programs providing registration information, tour dates and procedures for incoming parents. Parents with students in headstart programs are invited to curriculum events, family literacy and various other workshops provided by the school. Students in need of early intervention services meet with school base support team to help facilitate their transition into elementary school.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Cabinet team meets to discuss different assessment tools used to measure student outcomes. Information on how to read and align information to assess students is shared with teachers during faculty meetings, pd and lunch and learn meetings. Teachers are encouraged to provide feedback on students' improvement through classroom participation, homework and other academic activities.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
n/a

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
n/a

2013-2014 Parent Involvement Policy (PIP)

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; ***Workshops given to parent by CBO Flame on a monthly basis***
- 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; ***Established SLT***
- 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; ***Curriculum night, Family Literacy***
- 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; ***Father and Son Breakfast*****,**
- encouraging more parents to become trained school volunteers; ***Learning Leaders***
- 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; School website and calendars
- 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

MAY 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; ***Translation is available on school site school notices are sent out in several languages.***
- 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; ***Parent classroom observations and building tours are setup through parent coodinator***
- 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.

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs.This LAP form is a part of the school's CEP. 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 ⓘ

District 13	Borough Brooklyn	School Number 056
School Name PS 56		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team:principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal D.Clark Johnson	Assistant Principal R. Hornsby
Coach	Coach E.Blaustein/mathematics coach
ESL Teacher Olga Tyminska	Guidance Counselor J.Mcgreal
Teacher/Subject Area Joan Hochman/SETTS	Parent
Teacher/Subject Area	Parent Coordinator M. Williams
Related Service Provider M.Belgrave/speech	Other K.Koziel/school psychologist
Network Leader(Only if working with the LAP team) type here	Other type here

C.Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers notcurrently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. StudentDemographics

Total number of students in school (Excluding Pre-K)	236	Total number of ELLs	14	ELLs as share of total student population (%)	5.93%

Part II: 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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% →75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	1	1	1	1	1								6
SELECT ONE														0
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	**Newcomers (ELLs receiving service 0-3 years)**	12	**ELL Students with Disabilities**	1
SIFE	0	**ELLs receiving service 4-6 years**	2	**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 SWD.

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	12			2		3				14
Total	**12**	**0**	**0**	**2**	**0**	**3**	**0**	**0**	**0**	14
Number of ELLs who have an alternate placement paraprofessional: 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**
SELECT ONE							0							**0**
SELECT ONE							0	0						**0**
SELECT ONE														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

*EP=English proficient student

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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American:___Asian: ___Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		1	1	2									5
Chinese														0
Russian														0
Bengali		1												1
Urdu														0
Arabic			1		1	2								4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2			1	1								4
TOTAL	1	3	2	1	4	3	0	0	0	0	0	0	0	14

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1		2	1		1								5
Intermediate(I)	1			2										3
Advanced (A)				3		2								5
Total	2	0	2	6	0	3	0	0	0	0	0	0	0	13

NYSESLATModality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening /Speaking	B													
	I													
	A													
	P													
Reading/ Writing	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	2			6
4					0
5	4				4
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	2		2		2				6
4									0
5	4								4
6									0
7									0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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				
Foreign Language				
Government				
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 26-50percentile	Q3 51-75percentile	Q4 76-99percentile	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   In order to access the early literacy skills of ELLs, PS 56 uses DRA, Guided Reading and Running Records programs. All of those assessment tools provide insights regarding individual strengths and weaknesses of the students. Our students are making steady gains in their academic progress and language acquisition. ELL students are assessed on an ongoing basis with the help with teachers' assessments and observations data to drive teaching goals and instruction. Running Records are also used which inform teachers on what and how to teach and help students with comprehension, pronunciation, spelling, and reading fluency.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

   The NYSESLAT and LAB-R provides us with a great amount of information about our ELLs. After reviewing the NYSESLAT data and LAB-R , the patterns across proficiency reveals:

   - We have more of our Advanced students every year. They are mostly in the upper grades, and quickly become Proficient. Majority of them although are usually in the upper grades and they succesfully graduate and transfer to the middle schools
   - The reports show that an English language learners' performance on the NYSESLAT is a strong predictor of whether he or she will meet standards on the State ELA exam.
   - ELLs who are in the beginning level are the new comers at all grade levels.
   - Some ELLs outpreformed the non ELL students in Math and ELA state tests.
   - Almost all ELLS in the 5 th grade became advanced and one tested out from our programm.
   - Many beginner and intermediate ESL students went up one or two proficiency levels and became Intermidiate or Advance students
   - ELLs are making steady gains on the assessment by moving from one to the next proficiency level in order to become language proficient.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

   We can't see the patterns across NYSESLAT modalities because this year we are unable to access NYSESLAT modality report RNMR in ATS.

   PS. 56 school is held responsible for making adequate Annual Yearly Progress to make sure that all ELL meet the states'proficient level of achievement on the state academic assessment. In addition, students need to make the Annual Measurable Achievement Objectives (AMAO). The students go through the proper identification process and formative and summative assessment to provide for individual needs and to guide instruction.The school keeps the complete data for each student in order to calculate growth in language proficiency from year to year. We can't see AMAO data since we can't get the access to the modality report.

4. For each program, answer the following:
   a. 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?

a) As for the patterns across the grades, this year many third graders went up one level and became advanced. Our beginners students are usually represented in the Kindergarten and the first grade, and second grade and this year we have also one beginner in the third grade that only recently arrived to the U.S. Many advanced students were discharged or graduated, one of them became proficient. Although, we still have 3 advanced students in the upper grades.

After review the NYSESLAT data we notice the patterns:

It has always been the case in grades 4-5 that Reading and Writing are mainly those modalities which required skills are holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level as those who achieved Proficiency but only in Listening and Speaking part of the test. The Intermediate students across the grades are the ones who made the most of progress, and move up to the Advanced level.There are many students who are the newcomers functioning at the lower language proficiency level, through grades K and 5 . They are expected to make some progress toward the intermediate level next year.

Patterns across proficiency and grades show also that many ELL students who were Intermediate or Beginners after taking NYSESLAT went up one level of English proficiency and are now advanced ELL students and one tested our from ESL. Adittionaly, some ELLs are faring in tests taken in English much better as compared to the native language tests on the NYS tests. Only newcomers get higher score on those tests in native language.

In addition, the performance data in ELA, math, science and social studies shows that ELL population needs to work on their academic language skills as well as on their reading comprehension, writing and test taking strategies. Therefore, the ESl teacher is focusing on these areas in the classroom instruction. The performance on standardized tests informs ESL teacher for the future planning.

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

• Collaboration between content area and ESL teachers to create an integrated curriculum in order to develop both content and language acquisition of ELLs
• Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions (Aris)
•Provide opportunities for students to be involved in purposely conversations, to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall, incorporating writing as a component of the mathematics lesson, e.g. journals.
•Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction.
• Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.
• Provide opportunities to convey to others problem solving strategies and the justification of their answer.

b) The School leadership and teachers are using the results of the ELL Periodic Assessment for the future planning in the instruction. PS. 56 it's learning from the Periodic Assessment about the strength and weaknesses of the ELL students. The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, Teacher Assessments, and informal observations).

c) The school is learning from Periodic Assessmentthat Reading and Writing skills holds our students back from the proficiency level therefore the academic intervention is focused on writing and reading. Speaking is in line with general abilities for the majority of the intermediated and advanced students.

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see*RtI Guide for Teachers of ELLs*.)

Our school is using Response to Intervention (RtI) model to provide our ELLs with rigorous, culturally responsive instruction. This set of guidance documentsassists teachers, instructional leaders, and ELL support services with RtI implementation and they are familiar with documents outline and a rationale for using the RtI model with a school's ELL population. They understand and implement Tier 1, 2 and 3 and are also aware that the single biggest error made in placing English language learners (ELLs) into special education is misinterpreting language acqusition as a learning or language disability. All students at P.S. 56, including the ELLs, undergo the universal screening assessment that identifies students who may be at risk of not meeting the standards through benchamrks and set criteria. The first one is the Home Language Identification Survey (HLIS) that informs the teachers about the linguistic factors and educational background that could be influencing the student and their teaching instruction. When students is in need for ESL services, the literacy skills are also assessed so that the students could also receive high-quality instructional support in the general classroom. The progress is constantly monitored and used to inform the instruction, and possibly, if the rate is still much lower than the peers from the same background, make educational decision about the additional special education services.

6. How do you make sure that a child'ssecond language development is considered in instructional decisions?

We make sure that a child's second language development is considered in instrutional decision by placing our ELLs in appropriate groups accodring to their language proficiency level which is distingished by LAB-R and NYSESLAT tests results.Our ESL program doesn't only accelerate English language development of our students. It reaches beyond language learning to help students maximize theirdiverse talents and skills in the language literacyand academic subjects, like science and math. Also, in order to ensure that the student's second language development is included in instructional decisions, teachers match the curriculum with the student's assesment data, background experience, oral language and vocabulary. They use language during the instruction that is comprehensive and meaningful to ELLs, using slower but natural rate of speech and often rephrase and repeat instruction while using pictures, conctere objects and videos in order to support student's learning.

For ELLs to excel academically in our schools, they must meet the same rigorous state and city educational standards for their grade level as English proficient students. This requires more than just English language support. Our English as a Second Language (ESL) programs uses strategies to helpstudents access new language development andsubject matter through English. It also provides students with ESL support tailored to their English proficiency level.

7. 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?

AtPS.56 we do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of the program for ELLs at PS.56is also evaluated by the monitoring of student's NYSESLAT results, their movement from one proficiency level to other, and across the language modalities. In addition, it is measured based on the procentages gain of NYSESLAT result from beginner to advanced levels. Also the progress of the former ELLs is being monitored in order to provide additional help and support if necessary. Every year the NYSESLAT provides an insight about our students making gains and moving up from one proficiency level to other. This year many of our third graders became advanced ond one student tested out from ESl. Apart from the state standarized tests, the teachers use also the informal assessments to track the success of ELLs in the classroom. The most common practices are performance-based assessment and portfolio assessment.

Also the success of our ELLs is strongly connected to the ELL students' academic achivements , cultural awareness, development of their language development, academic language, performance in their content area classess and the performance on the NYS standarized tests. Also the progress of the former ELLs is being monitored in order to provide additional help and support if

necessary.Apart from the state standarized tests, the teachers use also the informal assessments to track the success of ELLs in the classroom. The most common practices are performance-based assessment and portfolio assessment.

Additionally, our school is held responsible for making adequate Annual Yearly Progress to make sure that all ELL meet the states'proficient level of achievement on the state academic assessment. In addition, students need to make the Annual Measurable Achievement Objectives (AMAO). The students go through the proper identification process and formative and summative assessment to provide for individual needs and to guide instruction.The school keeps the complete data for each student in order to calculate growth in language proficiency from year to year.

Part IV: 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 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. (Refer to *ELL Policy Brief* and EPIC.)

   Part II: ELL Identification Process:

   1. There are different steps followed for the initial identification of those students who may possibly be ELLs. These steps include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English with the parents and in the native language, and the formal initial assessment. If necessary, the licensed pedagogue or the secretary help to fill out the HLIS in order to identify the child's language proficiency. It is the responsibility of pedagogues at our school to discuss home language with the family, and provide assessments to determine eligibility for English language support services.We stress the importantce of attentive engagement with parents during the home language identification process.Translation services are available during ELL identification or by a person in a school: a pedagogue , para or a qualified pedagogue who is proficient in the language of a parent. In our school we have pedagogues and paras who speak Spanish, Arabic and Bengali.This process must be completed within 10 school days of initial enrollment as per CR Part 154.

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

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.

   When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Then, in order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. To ensure the proper communication

between school and ELL parents, the HLIS are distributed according to home languages. The entitlement and non-entitlement letters are distributed to all of the parents whose children had been administered LAB-R to inform them about their child's identification within ten days of their enrollment. There is a strong collaboration between our articulation personnel and our certified ESL teacher Olga Tyminska to make sure that all new entrants are identified as eligible or not within those ten days of their initial enrollment. In addition, the parents of the children who scored below the cut off scores receive the letter with the ELL Parent Brochure that describes and explains all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)and Parent Survey and Program selection form teacher together with the invitation to the Parent Orientation meeting, all in their home language. They are required to be returned to the ESL teacher, and if not avaliable, to the Parent coordinator or the classroom teacher who in return, give it back to the ESL s. In order to place an identified student in the bilingual or ESL program, an intense dialogue between the school and the parent is taking place.

During the first two weeks after the beginning of a school year, the parents of ELLs are informed about their child language assessment and invited to the Parent Orientation meeting. Parents who cannot attend are given the options to reschedule an appointment and attend a make-up parent orientation session. We have teachers and paras who assist us with the translations with parents and whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents. During a meeting parents view a parent information CD, or watch it online where program placement options are presented with clarity and objectivity(Transitional Bilingual, Dual Language, Freestanding ESL) and are available in nine languages. After they watch a video the ESL teacher discusses with parents the choices, the different programs available and describes the plans(Transitional Bilingual, Dual Language or Freestanding ESL). The Parents/Guardians are given an opportunity to ask questions so that they can make an informed placement selection. The parents/ guardians are told to read the survey, make their selection and return signed documents. Children are placed as per parent choice. Our schools ensures that parents understand all three program choices. Parents are also provided with the information on the State Standards, assessments, school expectations and the general program requirements of our ESL program.

After reviewing the the Parent Survey and Program Selection forms for the past two years, the trend in program choices that parents have requested is that 100 % of them expressed their desire to have their children enrolled in a Freestanding ESL program and we are proud to say that the programs offered at our school are aligned with our parents' requests. In the past we didn't have any parents who previously chosen a TBE/DL program. If in the future we have any parents who choose these programs we would inform them about their options when the program becomes avalible in our school.

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3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

   An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days. The entitlement letters, in home languages, are handed in at the beginning of a school year, to the parents of those children who had been administered LAB-R and scored below the cut off scores. Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. Copies of entitlement letters and other letters are kept on file in ESL classroom and kept confidential. If the parents are not present during the Orientation and the Parent choice forms are not returned, the ELL teacher meets them on a make-up day, follows up with a personal mailing, and phone calls if necessary. All the letters are translated in the parents language. Parent coordinator, as well as other school personnel are able to access those forms and checklists throughout the year. Parents of newly enrolled ELLs are invited to two additional informational meetings as required under Part 154, they meet with an ELL teacher during the School Open Night, Parent-Teacher Conferences. The submitted forms are closely reviewed by ESL teacher in order to conform to the choice of the parents, and any requests or concerns are brought to the attention of school administrators.
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.
   There are many criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs. Students are placed in the ESL group according to their proficiency level, the results from the LAB-R and the NYSESLAT results. In order to place an identified student in the bilingual or ESL program, an intense dialogue between the school and the parent is taking place. The parents are informed about their children's placement and the letters are distributed to

them in their native language. The communication or consultation activities with the parents are also in their native language. During the meetings or conversations over the phone with the parents the translation is available either Para, or a pedagogue or the translation services over the phone are used. Parents of newly enrolled ELLs are invited to two additional informational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent- Teacher Conferences. Our school is organizing weekly parent workshops, monthly PTA meetings, and monthly Family Fun Activities. They are also provided with an access to the translation unit.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

Also, the results of the ESL students who took the NYSESLAT the previous year are printed out from the ATS (RLAT) and carefully reviewed by the ESL teacher. At the beginning of the school year, after the NYSESLAT test is taken the ESL teacher analyzes the students' data and their proficiency levels in the 4 modalities reading, writing, speaking and listening so that the ESL teacher is able to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year. PS 56 notifies parents in their language of NYSESLAT outcomes and program eligibility before the beginning of the next school year. The students who achieved proficiency receive the achievement diploma and their parents are informed by the Non- Entitlement letter from the ESL teacher. Those who have not tested out are put into the groups according to their age and English proficiency levels: Beginning, Intermediate, Advanced or Proficient. Students who transition to all-English monolingual classes recive ESL support, supported by state founds, according to CR Part 154.

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

Every year there are many steps taken to ensure all ELLs recive the NYSESLAT annually. ESL teacher ensures that all ESL children receive the NYSESLAT. The results of the ESL students who took the NYSESLAT the previous year are printed out from the ATS and carefully reviewed by the ESL teacher. We run the RLAT codes in the ATS (NYSESLAT history report) to ensure that all eligible students are administered the NYSESLAT and receive their mandated hours of ESL service (NYSESLAT scores and LAB scores in the past 3 years) and RLER (students eligible to take the LAB-R or NYSESLAT, as well as NYSESLAT combined modality report (RNMR) and REXH (Exam history report). We also check ATS report the list of ELLs' to ensure all the students took LAB R, (RLAB in ATS) and that we have all the hand scores for the new admits. Then, within 20 school days of enrollment our staff records parent choice information in the ELPC screen in ATS. Also we ensure that all the students are entered correctly in BESIS every year. The pedagogues who administer NYSESLAT are ESL teacher Olga Tyminska and other pedagogues from school. The school administrators are involved in the testing process. When we administer the NYSESLAT, we make sure that all students have taken all four components (speaking, listening, reading and writing) and that the administration of the components are in the following sequence within the mandated timeframe: speaking, listening, reading and writing. We keep track of their attendance and offer make-up sessions.

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

CR Part 154.

6. 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.)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.

Parents complete the parent selection form and the school will confirm to the parental choice selections. The results of the Parent Survey and Program Selection forms for the last two years indicate that all parents choose the Freestanding ESL program. Surveys are available at the school for review in ESL classroom. In recent years, ELL parents have been reluctant to leave PS.56 school, and are content with their final choice. All parent - related documents can be found in the ELL parent information card.

The program models offered at our school is aligned with parent request. All of the parents choose Freestanding ESL program and they are content with their final choice. To build alignment between parent choice and program offerings we give them sufficient information about the program and explain the benefits of choosing the program of their choice for their children. Because of the low number of ELL population at Ps 56, Freestanding ESL is the only program offered. Surveys are available at school for review. Later parents are notified about their childrens' placement in ESL program and the ELLs are placed in the groups (Beginners, Intermediate or Advanced) according to their age and the English proficiency level.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    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])?

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

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

The total number of students in the PS.56 school is 236. In this Freestanding pull - out ESL component we have students, from grades K-5. They range from Beginners to Advanced Proficiency levels. The number of beginners is 7, intermediate 4 and 3 advanced . All the beginning, intermediate and advance students receive daily, small group ESL instruction. The K grade population consists of one student, 1 grade population has three students, 2 grade population has two students, 3 grade population has one student, 4 grade population has four students and the 5 grade population consists three students. The Special Education population has only 1student in PS.56. Always students with IEPare identified and served as per the IEP. Languages spoken are mostly Spanish, Arabic, Fulani and Bengali.

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)?

Organization of our staff ensures that the mandated number of instructional minutes is provided according to the proficiency levels in our ESL classes. The schedule of our ESL students is provided to our principal who approves it. In compliance with CR Part 154 all our students depending on their proficiency level receive from 180 minutes to 360 minutes per week of ESL instruction. All Beginner and Intermediate students receive two units of study of ESL which totals 360 minutes per week, and Advanced students receive one unit of ESL instruction which totalls of 180 minutes. At the Advanced level of English proficency students in all grades take one unit of ESL instruction which is 180 minutes and one unit of ELA coursework which is also 180 minutes. Students are grouped by language fluency within age parameters. The program serves all students with limited English proficiency (ELL) until they achieve proficiency in the English language.

There is a constant collbaration with the ESL teacher and content area teachers. Mainstream content teachers use ELL methodologies during instruction to provide a learning classroom enviroment in for ELL/LEP. All ELLs regardless of their level, receive in their ESL class ELA content instruction as well as other areas are taugth Math, Social Studies and Science. According to the grade, all PS.56 students receive also eigth periods of Math everyweek, around 360 minutes per week. All students receive five periods of 45 minutes of Science and Social Studies a week. They receive required instruction in Technology classes, Art, Life skills and two Physical Education a week. The school directly provides or makes referrals to appropriate support services, and instructional methods that may be needed by ELL students in order to achieve and maintain satisfactory level of academic performance.

Students in our ESL class are thougth in English using ESL methodologies and native language support for a specific amount of time as determined by their NYSESLAT test, emphasizing English language acquisition. The primary goal of our program is to assist students in achieving English language proficiency within three years. Our ESL program is run by our certified ESL teacher Olga Tyminska and its purpose is to amplify the literacy and academic skills of ELLs, to incorporate recognized and research based ELS instructional strategies across content subject areas and to give students the skills to perform at city and state grade level in all subject areas.

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 foster language development and meet the demands of the Common Core Learning Standards.

Students of limited English proficiency receive the same academic content as those students who are native English speakers. The content area instructional component provides grade and age level appropriate instruction in the required content area subjects in English in a systematic and structured way, and its design to develop the cognitive skills of limited English proficient students. In order to maximize English language acquisition for ELLs, and to make content comprehensible to foster language development and meet the demands of Common Core Learning standards, the ESL and classroom teacher works closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. To help students to progress in these programs, we utilize the following practices: Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. We also utilize collaborative planning between ESL, ELA, Math teachers and other content areas teachers for each unit to foster language development and meet the demands of the Common Core Learning Standards. Ps.56 adopted new curriculum in ELA and Math that are aligned to the Common Core Standards. Embedded in these programs are differentiation lessons for ELL and IEP students. All teachers recived PD on how to adapt these new programs to ELL students, the ESL teacher is included. The teachers have the access to online interactive math lessons on all grades to use with all ELL students.

Additionally, we continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement. In all content areas the teachers are concerned with the language needs of ELLs and modify their instructional language and scaffold the instruction in order to ensure students understanding. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning. Also math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension. ESL teacher modifies and supplements the curriculum in accordance with ESL teaching methodologies.

Courses are taught in English and our ESL teacher differentiates lesson content for English-language acquisition. Differentiation strategies include research and focused discussion of key content vocabulary terms; use of graphic organizers to support text analysis; guided and shared reading to support text comprehension; teacher modification of key texts to differentiate for individual students' levels; use of pre-writing graphic organizers to support text development and organization; and regular, individual conferences to review students' strengths, needs, goals, and strategies.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appriopriettlly evaluated througthout the school year in four modalities in English aqusition: reading, writing, speaking and listening. At the beginning of the school year, after the NYSESLAT test is taken the ESL teacher analyzes the students' data and their proficiency levels in the 4 modalities reading, writing, speaking and listening, so that the ESL teacher is able to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year. In the ESL classroom the classroom centers: reading center - librabry , writing center, word wall, math center, listening center (leapfrogs, cd player with radio), as well as smartboard, ipads are used, so the students can develop their language proficiency in all those modalities. Furthermore, the NYSESLAT Periodic Assessments throughout the school year, all the formal as well as informal assessments of ELLs indicate the concetration of the instructional attention to different modalities in English acquisition. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress. The evaluation of the students is closly connected to the patterns across NYSESLAT modalities - reading/writing and listening/speaking affect instructional instruction. According to the data report ESL students need less instructional support in speaking and listening and more in reading and writing therefore an ESL teacher and school staff concentrates on the reading and writing skills and academic intervention is focused on those areas. There is a focus on the improvement of the Reading and Writing skills especially the students on Advanced levels and Intermediate levels.

6. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6+ years).
    e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

ELL population consists of many subgroups, and they all require differentiated instruction:

a) Plan for SIFE:

There is no SIFE population in our school. If there was there is a need to:

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

Once SIFE students are identified, Ps 56 would be monitoring the progress of those students and their scores on the NYSESLAT, ELA and Math assessments, and provide support in all content areas to differentiate instruction for literacy needs. The Unison school would make available all existing support structures such as ESL, Extended Day or Speech which could benefit the student.

b) Plan for Newcomers:

When a new student is registered in our school, we provide the following resources to facilitate the transition:

• Buddy system identifying a similar student in his/her class that will assist during the day. Finding a student who speaks the same language as ELL who can help him/her in the classroom.
• An informal student orientation.
• Encourage student to participate in After School activities and to involve the students in schools celebrations and other programs.

• An informal assessment is provided to identify possible Academic Intervention programs.
• Home school communication is an important factor for our newcomers.

This year we have 12 newcomers. In our programm the newcomers who have been in the US schools for less than three years are provided with a variety of strategies and materials are used to aid their instruction: scaffolding, picture dictionaries, photo cards, realia, manipulatives. In addition to the support received in ESL class, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them during the tests as well as translated tests editions may be available.

c) Plan for ELLs receiving service 4 to 6 years. For the students who 4-6 and Long-Term students, Extension of ESL services is requested. Same support structures as above are provided.

d) Plan for Long Term ELLs:

Long terms ELLs are the large number of Ells across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves:
• Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
• Encourage their participation in the school's programs to enrich their language and academic skills.
• Communicate closely with the parents to monitor their children's progress.

Plan for Special Needs Students:
This year we have threeof special needs ELL students, four are in the special education classrooms and one is in the general education classroom and has IEP. Our policy for special needs students includes:

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

As a policy for special needs students we ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. PS 56 school students with special needs are integrated in the mainstream ESL program and put under the supervision of the teacher and school Health Coordinator. Based on the individual, ESL strategies and instructional methods are utilized.
e) Students who passed the NYSESLAT are integrated into our standard educational models. They are illigible for two years after testing out from NYSESLAT to recive testing accomondation that also apply for other ELLs and they can receive additional support as needed. After reaching proficiency on the NYSESLAT, post-ELL students will continue to receive language acquisition support to consolodate and further develop their English language skills.

7. 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?

The Freestanding ESL program follows the balanced Literacy model, the school's curriculum frameworks and ESL curriculum guides. It combines precisely leveled, print-based learning and teaching resources combined with engaging and motivating interactive multimedia technology that supports language and literacy proficiency for ELLs. It also provides an ELL component that supports the class curriculum and provides ELLs with scaffolding.

To both provide access to academic content areas and accelerate English language development teacher of ELL also use small group instruction, many scaffolding techniques, rich print environment, word walls, content areas glossaries in different languages and leveled books. Teachers use differentiated instruction and utilize visuals, games and hands-on activities to ensure the students' understanding of content area subjects while acquiring English. Everyday there is small class instruction and writing

activities. Students also use technology support with the computers, leapPads, laptops and online resources. Furthermore, Teachers of ELL students use grade level books which also have the ESL component to differentiate the instruction. Professional development meetings with classroom teachers and ESL teachers are also very helpful tool of communication and resource for planning the instruction.

Our school uses the comprehensive researched based program for grades K-5, Ready Gen and Go Math! which are aligned to the Common Core Standards.Ready Gen contains precisely leveled, print-based learning and teaching resources combined with engaging and motivating interactive multimedia technology that supports language and literacy proficiency for ELLs. It also provides an ELL component that supports the class curriculum and provides ELLs with scaffolding. All the grades are using also Go Math! program. All the teachers have access to online interactive Math lessons on all grades to use with the ELL students. Teachers use differentiated instruction and utilize visuals and hands-on activities to ensure the students' understanding of content area subjects while acquiring English. Everyday there is small class instruction and writing activities. Students also use technology support with Smart Boards, laptops and online resources.In those two programms are differentiation lessons for ELL and IEP students.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

In this Freestanding ESL program ESL students are pull out from the classroom for 360 minutes for beginner and intermediate students and 180 minutes for advanced students. ESL teacher also collects data of different tests results (Periodic Assessments, New York State tests results) which also drives the instruction for the ESL as well as the classroom teachers. In the classrooms the small group activities allow for differentiated instruction. Also, during the assessments the children are grouped according to the standards and their abilities. The school uses articulation forms as the means of communication between ESL teacher and classroom teachers in an effort to maintain alignment of curricula across the grades with the ESL instruction. The teachers also share their curriculum maps with an ESL teacher and provide modifications for ELLS in their classrooms, in the least restrictive environment. During Grade level meetings teachers discuss ELL students' strengths, weaknesses and progress. Teachers attend PDs in school as well as outside the school, special education meetings, team care meeting, IEP meetings, Parent Teacher Association meetings and others which also give them support and ideas on diverse needs and instructional strategies for our ELL students. In addition, our bilingual staff is always in place to provide additional language support for our diverse needs students.The scheduling of ELL students with IEPs plan ensures that they receive their mandated special education and ESL services in a general-eduction, least-restrictive environment.

Courses Taught in Languages Other than English

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

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

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

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				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

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

9. 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.

   Targeted intervention programs in our school for ELLs in Math, ELA and other content areas are SETS, ESL, Reading Recovery Program, Math intervention, Occupational Therapy, Guidance Counselor, Physical Therapy and Speech. The language of instruction is English. The translators over the phone or our bilingual paras are used for translations if necessary. IEP evaluations and parent teachers meetings are conducted for our students with special needs. Apart from ESL program and other intervention programs the classroom teachers are concerned with the language needs of ELLs, constantly monitor students' understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning, and scaffold the instruction with visual aids such as maps, and illustrations to increase comprehension. We use Guided reading, and vocabulary quizzes to make instruction more involving and effective.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

    The effectivness of our current program is measured by the ELL students results in the formal assessment, ELA tests, Math tests, Science tests, Social Studies Tests, NYSESLAT tests and with other informal assessments in the ESL class as well as in the content area classess. ELLs are making steady gains on the assessment and in both content and their langugae development by moving from one to the next proficiency level in order to become language proficient. It is often noticeable that ELLs who are taking the ELA after one year, are mostly scoring low on ELA, and making better progress in Math area. However, those students are making steady gains, and are expected to perform much better this year. In addition, the performance data in math, science and social studies shows that ELL population needs to work on their academic language skills as well as on their reading comprehension, writing and test taking strategies. Therefore, the ESl teacher is focusing on these areas in the classroom instruction. The performance on standardized tests, classrom grades, observations and conferences with teachers, informs ESL teacher for the future planning.

11. What new programs or improvements will be considered for the upcoming school year?
    This year our ESL class is equipped with the Smart board. There were also some books, dictionaries and language games bought for ESL classroom. Students have also access to two laptops to differentiate the instruction. The program move-to improve will be implemented this year with our ELL. Furthermore, new ELA and Math programms that are aligned to the Common Core will be used with our ESL students, including the interactive online math lessons from Math programm.

12. What programs/services for ELLs will be discontinued and why?
    We will not discontinue any programms because we find them benefitial.The only difference are the core programs, ReadyGen and Go Math! that are being introduced this year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

    ELLs at PS.56 have equal access to all afterschool programs and supplemental services offered in our building. They are available to all parents and students in the school – guidance counselor, family worker, parent coordinator, speech and language therapist, social worker, and psychologist. Students take part in the community building activities. In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families and these include:

    Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations and the school wide events, parents' workshop and volunteering including the Monthly Spirit Days, school wide events, parents' workshops and valunteering. At these events, the school and community can come together to recognize student achievements in arts and academics. Furthermore, school is organizing many school trips where parents often participate.

    Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program,

additional funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services are a daily help in communication between school staff and parents. Bilingual paras are available to help to communicate with students and parents.

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

    The Freestanding ESL program does not use a particular text to meet the demands of Common Core learning standards. This includes the use of high interest / low level texts and leveled library. Students are provided with books, tapes and assisted technology to promote student achievement and success. The ESL classroom has the library level books and magazines, high interests books, content areas books for Math, ELA, social studies and science, bilingual books, large print books, dictionaries and poems, math and language games and activities and the cd player for listening to songs and stories that are used daily by the teacher and the students.

    We have text books and supplementary reading materials in native languages, use content-area videos for students with limited English reading levels, and provide simplified language materials with visual components for our ELL students. Newcomer/beginner ELLs are provided access to native-language translations of key texts and independent reading material (when available). Electronic translation is provided when instructionally appropriate (e.g. online translators like Google). Translating dictionaries are provided for student use during content-area classes.

    The ESL teacher also uses technology to support ELLs in the classroom. The ESL teacher also usescomputers, laptops, smartboard, cd player with radio, ipads and technology lab, so students can use programs that help them with phonics, vocabulary, reading, writing, and math. In addition, the internet resources are used to practice math, ELA and other content areas for example, Starfall. The Wilson program is used for learning foundations in writing, spelling and phonics. The Leap Frog computers are also used to develop the students' vocabulary and the reading comprehension, as well as phonics and pronunciation.

    Also content area materials are used in the classroom: chapter books, social studies books, science books, and ELA and Math content area books. The Picture dictionaries, Weber dictionaries as well as Bilingual dictionaries are also frequently used in the ESL instruction. Native language materials are used to support ELLs. Books in different languages and the bilingual picture dictionaries are available to support instruction.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    Newcomer/beginner ELLs are provided with native-language support when instructionally appropriate. This includes verbal and written translation and explanation of key texts, access to translation dictionaries, and use of electronic translation resources, such as online translating software. In PS 56 there is native language support in ESL class. Students are allowed to use their native language with the teacher and/or peer to express understanding or ask for clarification. Books in the different languages, Weber dictionaries, picture dictionaries and bilingual dictionaries are available to support instruction as well as for the students to take home. As a testing accomodation, the bilingual glossaries may be provided when taking all State examinations and also the Department of Education may provide them with translated editions of some tests.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    We conduct home visits to the families of all newly enrolled students, including ELLs. Our ELL population is quite small- not enough to make a subgroup population. This year we didn't have any newcomers since we have only 8 graders. At the beginning of the new school year , or when a newcomer is identified we conduct orientations with the parents as they enroll their children

and after the child is identified as an eligible candidate for ESL instructional services.PS.56 conducts an Orientation session to assist all the new enrolled students prior to the first day of school.All the letters to parents are translated in their native languages. Our parents and students are invited to attend and participate. In addition, there are meetings with the parent coordinator, principal and vice principal, the school secretary and other pedagogues to discuss the child's placement, to gather necessary documentation before the enrollment and to conduct the oral interview with the parent. The over the phone translation is used if necessary and bilingual paras are also available.

18. What language electives are offered to ELLs?

    There are no language electives offered to any of our students, including ELLs.

19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    In our school we don't have dual language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1,2.Professional developmnet at PS.56 is provided by school staff, community learning support personnel organization, all personnel who work with ELLs : subject area teachers, common branches teachers, paraprofesionals, ESL teacher, Parent coordinator and other school personnel and it is a key component of the PS 56 . Study sessions are conducted on monthly basis. Ps. 56 provides also in-house Professional Development during Retreat Days at the end of the school year and PD conferences during the school year. Our PD meetings involve Differentiated Instruction in Literacy, Writing workshops, Math and Content Areas, data analysis to inform instruction, technology sessions that instruct ESL and content area teachers how to use online resources to make instruction more comprehensible, and looking at standards in ELA, ESL, Math, Science and Social Studies and Common Core Standards. PS 56 adopted new curriculum in ELA and Math that are aligned to the Common Core Standards, therefore all teachers recived PD on how to adapt these new programms to ELL students, ESL teacher is included. In one PD, for example, all the teachers were given access to online interactive Math lessons on all grades to use with ELL students. The teachers are trained according to Danielson framwork of teaching

The schools shares all resources with the ELL teacher. Workshops taken by teachers on our ESL staff have included: Scaffolding in the content areas, ESL througth content areas, literacy learning for the English Language Learner, differentiation in the ESL classroom and ESL in the Mathematics and Science classroom and others. This year ESL teacher is planning to attend the following workshops that are supporting ELLs as they angage in the Common Core Learning Standards: Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success, LAP workshop, SESIS workshop, and other Network and school besed PDs. Technology sessions instruct content area teachers as well as ESL teacher of how to use online resources to make instruction more comprehensible.

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

ESL teacher attends the State learning standards workshops in which there is a high impact on differentiated and academic language development strategies, large conferences, targeted workshops on assessments and strategies, grade meetings, study groups, faculty conferences and grade conferences. She participates in Regional Professional Development sessions as well as in the PD meetings from school, which includes training provided by Mathematics and Literacy coaches. Also ELL teacher plans to attend a variety of off-site workshops to promote collaboration between content area and language teachers.

3. Our staff at PS.56 including ESL teacher and a guidance counselor provide parents, and the students with information about different schools, helping make the proper placement of those ELL students who transfer from junior-high school to high school. Our staff is also organizing Carrier Days to introduce and familiarize students with different occupations and professions which helps them to make the right choices. The ESL teacher and the content-area teachers who serve ELLs use this information to colloboratively create action plans to support ELLs during the initial transition to middle school.

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

D. Parental Involvement

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

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

All parents of PS 56 students are encouraged to be partners in their child's education at home and in school. We rely on parent support to ensure student success. It is our practice to provide regular opportunities for parents to participate in workshops on topics they have identified as relevant and of interest through surveys and informal assessment. We attempt to provide meaningful communication through the school calendar, website, email, backpacked notices and phone calls. The school regularly plans activities that involve the families in the school community such as several parent/child activities that are jointly planned by the Parent Teachers Association and the Parent Coordinator. Our school is always open to the support of our school community and has several community partnerships. At this time none of our partnerships are specifically targeted to parents of English Language Learners. We do support and encourage attendance at the workshops for ELL parents held by the Department of Education and other organizations.

3.The needs of parents are evaluated in informal and formal ways through parents' teachers' conferences, meetings, workshops, schools events, PTA meetings, etc. The needs are also evaluated by surveys which are given to the parents during meetings: workshops, conferences and school events.The educators and administrators listen and have a conversation with parents, try to answer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work, as well as a social economic situation. We are working cooperatively with them, and make students referral for different services, according to the students' needs and the parent always makes choices for their children academic and social economic growth.

Also, parents are formally surveyed and informally assessed when there is opportunity for face to face interaction. They are invited to come, call or email with any issues that may impede their child's educational progress. Surveys about their interests and needs, feedback forms from workshops and the Learning Environment Survey are also used to evaluate parent needs. Parent Coordinator provides a warm, welcoming environment to all ELL parents, and lets them know they are always welcomed and important to our school community no matter the language or cultural differences. The onsite interpretors and over the phone Translation and Interpretation service are always available.

4. Parental involvement activities address the needs of the parents since the parents are a part of our school community and we are closely working with them toward their children success and improvements. Our parental involvment activities also include bilingual staff to better address the needs of the parents of our ELLsParental Involvement.

At P.S. 56 parents of newly enrolled ELL students are provided with an orientation session on the State Standards, assessments,

school expectations and the general program requirements of our ESL program. Also, all ELLs are invited to two informational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent- Teacher Conferences. These meetings provide information on ELA/ ESL and Math Standards and Assessment, and later in the school year on NYSESLAT Assessment and Promotional Policy. Parents are also kept informed of testing, instruction and assessment through meetings and notices from the Parent Coordinator who is organizing weekly parent workshops, monthly PTA meetings, and monthly Family Fun Activities such as: Family Literacy , Career Day, Field day, Parent/Child Workshops, Book fairs and Teacher Appreciation Week.

E. 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 response to question 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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13K056 **School Name:** Lewis H Latimer

Cluster: 4 **Network:** 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.

The Home Language Identification Survey (HLIS) is provided to the parents at the moment of the registration, which contains the questions informing school administration and the pedagogues about the parents'communication language preference. The school's written translation and oral interpretation needs are conducted by in-site volunteers (paras, or tachers) who speak in our school Arabic, Bengali and Spanish.

Additionally, the Translation and Interpretation Unit provides our school with an internal resource for accessing written translation, on-site Interpretation and over-the-phone interpretation services. The Unit is also responsible for spearheading all efforts related to language access, including, training and awareness of language access requirements and available resources, monitoring compliance, and oversight of earmarked, school-based translation funds.The school complets a Translation Request Form and submits it to translations@schools.nyc.gov, along with the file to be translated and is waiting for the review of the project.This information can be later accessed in the ATS, using the home language report (RHLA), and on the blue emergency cards located in the main office. Parents are being notified of all the translation services available: the DOE's Translation and Interpretation Unit and over-the-phone interpretation services and also of our mulitilingual speaking paras and pedagogues. We provide the written translations of all the documents for parents informing them about the students and the workshops given to them.

The ELL Parent Information Kit (EPIC), which contains documents in several languages are available in ESI classroom and also at the DOE website: http://schools.nyc.gov/Academics/ELL/EducatorResources/Parent+Information.htm

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

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

Based on data from ATS, we found out that most of the students in our school speak English only. Although, we have many students who speak other languages such as Spanish, Bengali, Arabic, French, Fulani, etc. The major findings of our school's written translation and oral interpretation indicate that school needs the written translation and oral translations in majority of Spanish, Arabic, Bengali and French languages. The findings were reported to the school community through meetings with parents, oral interviews and surveys. At P.S 56 we also noticed that there is growing population of students who speak Spanish. The findings have been shared between administration, faculty and parents. All this data mean that there is growing need for written corespondance and oral translations in those languages.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Home Language Identification Surveys is provided at the registration. Parents are notified about whether their child has or not been tested with LAB-R test, the results, and the Parent- Teacher Orientation session for the parents of the newly enrolled students. At the orientation, parents are provided with information and choice regarding ELL programs available in New York School System. During the school year parents are informed about the upcoming city wide tests, the NYSESLAT results, common core standards, and all the documents containing critical information about their child's education. Every year our school has a certain budget resources to fulfill the needs of the parents. A parent coordinator as well as ESL teacher has an access to The ELL Parent Information Kit (EPIC) which includes:

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

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

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

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

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

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

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