



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** HARRY EICHLER, PUBLIC SCHOOL 56  
**DBN (i.e. 01M001):** 27Q056  
**Principal:** ANN LEITER  
**Principal Email:** ALEITER@SCHOOLS.NYC.GOV  
**Superintendent:** MICHELE LLOYD-BEY  
**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
Ann Leiter	*Principal or Designee	
Stefanie Podber	*UFT Chapter Leader or Designee	
Irmalinda Sohan	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Laura Sisto	Member/ Teacher	
Laura Devlin	Member/ Teacher	
Maria Palazzolo	Member/ Teacher	
Tina Bianco	Member/ Parent	
Patricia McCormack	Member/ Parent	
Fatime Hussein	Member/ Parent	
Vivian Rivera	Member/ Parent	
	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

	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ 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)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## 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.

By June 2014, 25% of all students reading 1.5 or more years below grade level, as measured by Fountas & Pinnell, will improve their performance by increasing their reading level by 1.5 years (equivalent to five F&P levels)

### Comprehensive Needs Assessment

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

There are currently 79 students in grades 2, 3, 4, and 5 reading at least 1.5 years below grade level. This needs assessment is based on NY State Spring 2013 ELA data as well as performance trends over the last 3 years, Quality Review recommendations, Progress Report data, NY State School Report Card, and NYSESLAT results, Inquiry Team work, Fountas & Pinnell reading levels, Reading Tracker information and the school's demographic and accountability system.

The 2013 State literacy data for students performing at or above grade level are:

Grade	% at levels 3 and 4
3	38.5
4	21.4
5	27

All teachers in grades 2, 3, 4, and 5 conducted running records for all students in October 2013. 79 students in all grades performed at least 1.5 years below grade level, and another 51 students performed between one-half and 1.3 years below grade level.

While the students have been making progress from year to year (the school earned an A in progress on the 2013 progress report), we also need to remain focused on state assessment performance and in-school assessment performance. We believe that increasing this group of students'

### 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 students, including students with IEPs and ELL designations, will participate in small group reading instruction based on their needs assessments.
  - Students will be assessed on their reading levels using Fountas & Pinnell reading system three times over the course of the 2013-2014 school year.
  - Teachers will develop and implement small group targeted instructional lessons based on the literacy needs of the students in their classes.
  - Struggling students will receive small group or individualized Tier II and Tier III intervention in literacy.
  - ELL students will receive small group instruction to develop their reading fluency and comprehension.

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

1. All classroom teachers and Response to Intervention Teacher, multi-level text, on-line support programs.
2. All classroom teachers, the ELL teacher, the Response to Intervention Teacher.
3. Response to Intervention Teacher, the IEP teacher, on-line programs, multi-level texts.
4. ESL teacher, Afterschool Programs, multi-level texts.

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

1. Teachers will use student Fountas & Pinnell reading levels compared to grade level expectations to determine progress.
2. Teacher observational data based on student identified needs, tri-annual Fountas & Pinnell reassessment, skill specific skills and tasks assessment will be used to evaluate the effectiveness of the small group instruction.
3. Teachers will assess students using the EasyCBM bi-monthly to monitor progress of students in Tier II and Tier III intervention groups.
4. Teacher observational data, Fountas & Pinnell reassessment and NYSESLAT assessment data will be used to evaluate the effectiveness of the small group instruction.

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

1. All students will be assessed using the Fountas & Pinnell leveling system a minimum of three times during the 2013-2014 school year, in October, January and May.
2. Weekly for the course of the 2013-2014 school year.
3. Ten week cycles of tiered intervention over the course of the 2013-2014 school year from September to June.
4. Four or eight periods per week based on ELL performance level.

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

1. Fountas & Pinnell Assessment Kits, one per classroom, Levels A-L and L-Z, additional coverage to allow the classroom teacher the opportunity to test each child individually at each benchmark.
2. Literacy blocks of two to three periods daily to be used for literacy instruction, RTI teacher and ESL teacher additional classroom support.
3. PPT meeting bi-monthly to assess and discuss students on Tier II and Tier III interventions.
4. ESL teacher is paid for three additional periods each week in order to provide consistent ELL instruction for all mandated periods per week.

**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).

In October 2013, the School Leadership Team reviewed and revised the PS 56Q Parent Involvement Policy. This document meets all NYC requirements. It was distributed to all parents in October 2013.

PS 56 has a Title I Parent Committee. The Committee decided to use the Title I, 1% Parent Involvement allocation to hire teachers at per session rate to offer evening parent workshops in a wide variety of curriculum topics to provide parents with strategies and opportunities to promote student efforts at home. Those include: ELA Test Prep, How Can I Best Prepare My Child For The NYS Math Test? – grade 3, grade 4, grade 5, How Can I Best Prepare My Child For The NYS ELA Test – grade 3, 4, and 5, grade 5 Middle School Options, What Are The Reading Strategies, Part I and II?, Go Math, Expeditionary Learning, What Do The New Report Cards Look Like? Science Information Session, What Will My Child Learn This Year In Science? Reading Comprehension and Study Skill Strategies, How Does Fluency Affect My Child's Reading Comprehension? And What Is "Prove Your Thinking?"

In addition, we purchase materials to host family events to improve children's reading levels by providing interactive language opportunities. Those include: Family Games Night, Family Arts and Crafts Nights, Mommy & Me and Daddy & Me Night.

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

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

To provide a balanced teaching and learning opportunity, the parents and staff have agreed to divide the school year into three equitable trimesters. This adjusts the dates of our Parent/Teacher Conferences for December and March. Holding conferences on non-traditional DOE conference dates afford the parents who have children in two or three different schools more flexibility in attending conferences in multiple schools. During the Fall conference, we offer parents the opportunity to purchase FOCUS skills books at no tax or profit to the school for use at home to support their child in targeted skills on appropriate levels recommended by the classroom teachers. Bilingual services are made available for parents either through bilingual staff at PS 56 or through the DOE Translation Unit on the telephone or in writing.

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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, 50% of all students who performed at mid-level 2 on the Spring 2013 NYS ELA assessment will move to a level 3 on the 2014 NYS ELA assessment.

**Comprehensive Needs Assessment**

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

This needs assessment is based on NY State Spring 2013 Math data as well as performance trends over the last 3 years, Quality Review recommendations, Progress Report data, NY State School Report Card, NYSESLAT results, and the school's demographic and accountability system. The 2013 state and math data for students performing at or above grade level are:

Grade	% at levels 3 and 4
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3	41.8
4	29
5	28.3

### ***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**

- All students will develop effective reading strategies to meet the Common Core Learning Standards.
  - Students will have an opportunity to develop close reading strategies through the use of the Expeditionary Learning Curriculum.
  - Students will be given multiple opportunities to answer text dependent questions that require them to find relevant details from a text to support claims.
  - Ready New York CCLS Instructional lessons will be implemented to ensure that students have exposure to all of the Common Core Learning Standards.
  - All English Language Arts activities will be developed using the Depth of Knowledge (DOK) index to ensure rigor in instruction.
  - Students will be given a multiple choice pre-assessment that will be analyzed to determine instructional groups to target student needs.

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

- Classroom and cluster teachers will give students opportunities to apply close reading strategies to comprehend content area texts. Teachers will receive ongoing professional development on close reading strategies.
- Classroom and cluster teachers will give students text dependent questions related to content area reading. Emily Williams, Network Instructional Specialist, will meet with teachers monthly to help teachers analyze student responses to text dependent questions.
- Ready New York CCLS Instructional books were purchased for all Grade 4 and 5 students using Fair Student Funding.
- All teachers were given training on using the Depth of Knowledge index and use a copy for this index for professional planning.
- Coverage will be provided for teachers to have multiple common preps each week to complete item analysis and target instructional needs.

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

- Student reading passages will be reviewed on a weekly basis to evaluate students' use of close reading strategies, such as annotating the text and circling key vocabulary words.
- Students' responses to text dependent questions will be reviewed on a weekly basis to evaluate how well students are citing specific evidence from the text to support their claims.
- Teachers will analyze the results of the Common Core practice in each Ready New York CCLS lesson to determine instructional needs.
- Teachers will share DOK Level 3 and 4 questions and activities during grade level common planning periods.
- Students will be given six interim assessments that align with the items on the pre-assessment to gauge student progress and determine learning gaps. Additionally, a post assessment result will be compared to the pre-assessment result to evaluate effectiveness of instruction.

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

- Close reading strategies will be practiced bi-weekly throughout the year.
- Text dependent questions will be given to students bi-weekly throughout the year.
- The Ready New York CCLS lessons will be implemented bi-weekly beginning in December 2013 and ending in April 2014.
- Teachers will use the Depth of Knowledge index in lesson planning bi-weekly throughout the year.
- The pre-assessment will be administered to all students in December 2013. Interim assessments will be given bi-monthly in January, February, and March 2014. Students will take the post assessment in April 2014.

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

- Monthly Professional Development to be conducted by the Network, Instructional Specialists and the NYCDOE ongoing Expeditionary Learning Professional Development.
- Network fee to include instructional specialists to provide Professional Development in school and offsite.
- Fair Student Funding was used to purchase Ready New York CCLS books.
- Election Day Professional Development was scheduled for Depth of Knowledge.
- Common Preps will be provided twice a week to allow for teacher team meetings.-

### ***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).

In October 2013, the School Leadership Team reviewed and revised the PS 56Q Parent Involvement Policy. This document meets all NYC requirements. It was distributed to all parents in October 2013.

PS 56 has a Title I Parent Committee. The Committee decided to use the Title I, 1% Parent Involvement allocation to hire teachers at per session rate to offer evening parent workshops in a wide variety of curriculum topics to provide parents with strategies and opportunities to promote student efforts at home. Those include: ELA Test Prep, How Can I Best Prepare My Child For The NYS Math Test? – grade 3, grade 4, grade 5, How Can I Best Prepare My Child For The NYS ELA Test – grade 3, 4, and 5, grade 5 Middle School Options, What Are The Reading Strategies, Part I and II?, Go Math, Expeditionary Learning, What Do The New Report Cards Look Like? Science Information Session, What Will My Child Learn This Year In Science? Reading Comprehension and Study Skill Strategies, How Does Fluency Affect My Child's Reading Comprehension? And What Is "Prove Your Thinking?"

In addition, we purchase materials to host family events to improve children's reading levels by providing interactive language opportunities. Those include: Family Games Night, Family Arts and Crafts Nights, Mommy & Me and Daddy & Me Night.

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

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

To provide a balanced teaching and learning opportunity, the parents and staff have agreed to divide the school year into three equitable trimesters. This adjusts the dates of our Parent/Teacher Conferences for December and March. Holding conferences on non-traditional DOE conference dates afford the parents who have children in two or three different schools more flexibility in attending conferences in multiple schools. During the Fall conference, we offer parents the opportunity to purchase FOCUS skills books at no tax or profit to the school for use at home to support their child in targeted skills on appropriate levels recommended by the classroom teachers. Bilingual services are made available for parents either through bilingual staff at PS 56 or through the DOE Translation Unit on the telephone or in writing.

**Budget and 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	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, 50% of all students who performed at mid-level 2 on the Spring 2013 NYS Math Assessment will move to level 3 on the 2014 NY Math Assessment.

**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.

By June 2014, 50% of all students who performed at mid-level 2 on the Spring 2013 NYS Math assessment will move to level 3 on the 2013 NYS math assessment.

Rationale: There are 28 students whose performance was between 2.50 and 2.99. 18 current grade 4 students and 10 current grade 5 students had proficiency ratings in this range.

The most recent State math assessment (2013) shows the following data:

Grade	% at levels 1 and 2
3	58.2
4	71
5	71.7

The school was in the 28<sup>th</sup> percentile for math performance and the 33<sup>rd</sup> percentile for progress for its peer schools.

With less than 42% of children scoring level 3 on the NYS Math exam in any grade, we decided to monitor targeted support to grade 4 and 5 students scoring between 2.50 and 2.99. This effort would improve both progress and performance on the school's Progress Report.

**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. Teachers will administer a beginning of the year, middle of the year, and end of the year assessment from the Go Math Curriculum to identify deficit areas in the current grade standards.
2. Teachers will use Ready New York CCLS books as a supplement to support the common core learning standards.
3. Teachers will use RTI lessons from Go Math to support student needs.

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

1. Teacher teams in each grade will work together, and with network staff, to collaboratively analyze student work/results and plan targeted instruction.
2. Teachers will use the item analysis to adjust instruction using the Ready New York CCLS.
3. Teachers will use the “quick check” questions within each lesson to identify specific areas to provide RTI support.

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

1. By the end of December 2013, teachers will create an item analysis of student assessment results and identify three areas of need to target instruction. These targets will be monitored for progress.
2. Individual student learning targets will be tested and monitored for progress.
3. The targeted questions will be checked and monitored for ongoing progress to see individual standard progress.

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

1. Between September 2013 and June 2014, teachers will administer the beginning of the year (September), middle of the year (February), and end of the year (May) assessments.
2. Teachers in teacher teams will use the item analysis to review lessons and instruction of the areas with the largest need and adjust/supplement said areas with Ready New York CCLS lessons weekly.
3. RTI lessons will be assessed at the end of each lesson as used throughout the school year.

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

1. Teachers will use at least one common prep time each week to analyze item analysis class and student data.
2. Teachers will use at least one common prep a week to develop and modify instructional units using the Ready New York CCLS books.
3. RTI lessons will be administered in the classroom as need or with the RTI teacher within a small group targeted lesson with a six week tier II intervention.

**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).

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

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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.

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

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

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

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### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Summer School, Morning Tutoring, RTI Tier II or III intervention, guided reading, close reading, iReady online program, Study Island online program, Expeditionary Learning, Journeys Reading Program, and Cornerstones Reading Program and the Afterschool Program	Whole class, small group, independent, partnerships, one-to-one, and Afterschool Program	Summer School July/August 2013, during the class day, before school, and After School.
<b>Mathematics</b>	Summer School, Morning Tutoring, RTI Tier II or III intervention, iReady online program, Study Island online program, Go Math, the Afterschool Program, and counting up with manipulatives.	Whole class, small group, independent, partnerships, one-to-one, and online.	Summer School July/August 2013, during the class day, before school, and After School.
<b>Science</b>	BrainPOP and hands-on experiments.	Whole class, small group, independent, partnerships, one-to-one, use of smartboard technology.	During the class, after school.
<b>Social Studies</b>	Project-based Learning, guided reading, close reading.	Whole class, small group, independent, partnerships, one-to-one, use of smartboard technology.	During class.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Recipes, Foundations, Wilson Reading Program, role playing, writing with sand, paint or water, Versatiles, Olweuss, and online programs.	Whole class, small group, independent, partnerships, one-to-one, use of smartboard technology.	During the class, Morning Tutoring.

**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 *TAS 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

Having a highly quality staff is one of a school's greatest assets. A highly qualified staff begins at the recruitment staff. At PS 56Q we host Student Teachers from Hofstra University and Molloy College. This allows us to incorporate additional support for our students in the classroom while also affording us the opportunity to observe, train, and recruit potential future staff members. When we are in the process of filling a staff vacancy, we reach out to respected colleagues, Network staff, official DOE vacancy postings, and highly effective previous student teachers. All vacancy candidates are presented with the same interview questions. All responses are compared to a predetermined set of ideal answers. Questions are specific to position. Once hired staff are assigned specific class assignments based on license, professional experience and skills as well as student needs. We support teacher professional development by assigning staff to training related to their personal annual professional goals, their current teaching assignments, and areas that support the best needs of their students. See list of sample professional development below.

**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).

All teachers will participate in professional development to advance their knowledge base and professional repertoire to shift their instructional practices. Professional development is essential for providing high quality instructional services. To maintain our collective knowledge base and evolving techniques within teaching and learning for teachers and Paraprofessionals we will participate in professional development provided by the NYC DOE for the Core Curricula of Expeditionary Learning and Go Math, Network Workshops for ELL and Special Education, Comprehensive Reading Strategies, Common Core Learning Standards, Speech & Language, Disabilities Evaluations, Behavior Intervention Plan Writing, Move To Improve, monthly school PD with Network Instructional Specialist Emily Williams, Testing Procedures, Mentor Course, and Assessment FOR Learning. Administrators will attend ongoing NYC DOE training with Advance on the new teacher evaluation system, Expeditionary Learning and Go Math as well as attend monthly Special Education Liaison meetings, monthly principal conferences, Reflecting on Supervisory Practice and Network hosted author presentations throughout the year. The secretarial staff will attend training on STARS, E Bank & P Bank Payroll, ATS, Termination, and Workers Compensation. School Based Support

Team members will attend training on Social a Difficulties of Learning, Attentional & Autism Spectrum Disorders, FBA/Behavior Intervention Plan, Child Abuse Workshop, Guidance Expo, Speech & Language, Treating Traumatic Stress Across Service Systems, Cognitive Behavioral Therapy Essentials, Attention Deficit Hyperactivity Disorder, Disability Evaluations, and Clerical/Family Worker monthly administrative meetings.

**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.).

Consolidated funds are used in Title 1 funds to provide a more comprehensive and coherent support system for ELL students. The Title 1 allocation extends the structures, strategies, and staff between the regular day program and an After School Program. The After School Program focuses support on students scoring in the Advanced level of performance in ESL. Instruction focuses on developing literacy skills in preparation for both the NYS ELA exam and the NYSESLAT. All students in Temporary Housing receive accommodations and support through our Guidance Counselor, Community Based Organizations and at-risk services.

**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.).

We do not have a Preschool program.

**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.

Teachers meet weekly during common preps to analyze student work, make curriculum adjustments, and plan for student learning needs. They collaboratively discuss multiple entry points and multiple assessments to accommodate the needs of IEP and ELL students. Teachers receive professional development in using assessment results to improve instruction at faculty conferences, grade conferences, training sessions with the DOE, and with the Network.

**TA Schools Only**

**Use of Program Resources**

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

**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).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**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 <b>27</b>	Borough <b>Queens</b>	School Number <b>056</b>
School Name <b>Harry Eichler</b>		

### 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 <b>Mrs. Ann Leiter</b>	Assistant Principal
Coach	Coach
ESL Teacher <b>Mrs. Entela Kodra</b>	Guidance Counselor
Teacher/Subject Area <b>Ms. Colleen Morrissey</b>	Parent
Teacher/Subject Area <b>Mrs. Lisa Chetram</b>	Parent Coordinator <b>Mrs. Rosemarie Giampaolo</b>
Related Service Provider <b>Ms. Randy Pine</b>	Other
Network Leader(Only if working with the LAP team)	Other

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>3</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>436</b>	Total number of ELLs	<b>69</b>	ELLs as share of total student population (%)	<b>15.83%</b>
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## 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
Push-In	0	0	2	2	2	2	0	0	0	0	0	0	0	8
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>8</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	69	Newcomers (ELLs receiving service 0-3 years)	61	ELL Students with Disabilities	17
SIFE	1	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	61	1	10	7	0	5	1	0	0	69
Total	61	1	10	7	0	5	1	0	0	69

Number of ELLs who have an alternate placement paraprofessional: 4

### 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
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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	
	EL	EP	EL	EP																
SELECT ONE	0	0	0																0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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	0	0	0	0	0	0	0	0
SELECT ONE									0	0
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
<b>TOTAL</b>	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): 0      Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0      Asian: 0      Hispanic/Latino: 0  
 Native American: 0      White (Non-Hispanic/Latino): 0      Other: 0

**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	0	0	6	5	5	14								30
Chinese			0	0	0	1								1
Russian			0	0	0	0								0
Bengali			1	1	2	0								4
Urdu			2	1	0	2								5
Arabic			2	4	1	2								9
Haitian			0	0	0	0								0
French			0	0	0	0								0
Korean			0	0	0	0								0
Punjabi			1	4	2	3								10
Polish			0	0	0	0								0
Albanian			1	0	0	0								1
Other			0	1	5	3								9
<b>TOTAL</b>	0	0	13	16	15	25	0	0	0	0	0	0	0	69

## 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
Beginner(B)	0	0	1	4	9	3								17

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)			6	6	2	9								23
Advanced (A)			5	2	3	7								17
Total	0	0	12	12	14	19	0	0	0	0	0	0	0	57

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	5	2	0	14
4	7	1	0	0	8
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7	0	5	0	2	0	1	0	15
4	10	2	0	0	0	0	0	0	12
5									0
6									0
7									0
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	4	0	4	0	2	0	1	0	11
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
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.

PS 56Q utilizes a wide range of assessment tools to assess the early literacy skills of ELL students. We use Fountas & Pinnell to assess students' reading levels in grade 2-5. This assessment is performed every three months and we use the data to drive our differentiated instruction. This data provides us with valuable information about our ELLs and their literacy level. We set benchmarks for our students and revisit them periodically to identify ways to better reach our ELL population. This data is used to inform decision making and drive differentiated instruction. Students are placed in Guided Reading groups a few times a week based on their reading level. They are exposed and assessed on various reading strategies while they read a book on their level. We will also use the NYCDOE Performance Assessments and analyze its data to drive our instruction.

Analyzing the school wide data we have observed that most of our ELLs are reading below grade level. On-going assessment strategies are used to determine movement towards acquiring content standards. On-going assessment is designed to collect evidence of student learning or need for changes that are systematically implemented across grades. Our content area instruction is aligned to Common Core Learning Standards. Being aware of the results of our assessments will enable teachers to mediate the learning of various proficiency classifications: newcomers, SIFE, long-term ELLs, SWDs ranging from beginners to Advanced. Classroom teachers work collaboratively with the ESL teacher to evaluate student work and data to ascertain the language and cognitive demands of task aligned to standards. Teachers design lessons that meet standards while there is differentiated instruction to meet student's individual needs, based on their NYSESLAT proficiency level .

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

We analyze the NYSESLAT and Lab-R data at the beginning of the school year and throughout the year as needed. Looking at the data of Spring 2013 NYSESLAT and Fall 2013 Lab-R we have 20 students who scored at the Beginning Level, 15 who scored at the Intermediate level, and 20 students who scored at the Advanced level. 7 out of 10 new admits that were administered the LAB-R during September 2013 scored at the Beginning level. During the administration of the test it was also observed that 4 of these students lack early literacy skills in their native language (Spanish). The ESL teacher shared this information with the classroom teachers and they will continue to collaboratively develop lessons that target these students' needs.

Our Beginner students make up the majority of our 5th grade ELL population. In 5th grade this year we are using the CCLS aligned curriculum, Expeditionary Learning, which incorporates differentiated instruction for ELLs enabling all students to access the curriculum at their level. ELL students and Former ELLs will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Most of our Intermediate students are in grades 3 and 4. In these two grades we will continue to implement the scientifically based research program, Cornerstone. Our data has shown that our students benefit from the thematic units of this program. 8 out of 10 ELL students in 2nd grade scored at the Advanced level on the 2013 NYSESLAT. However, our own assessments administered in September 2013 show that these students lack early literacy skills. We will continue to use the research based program, Journeys, to facilitate the academic and social language development of our second graders, while they are provided rigorous instruction with high expectations.

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](#))

At this time the 2013 NYSESLAT modalities are not available.

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?

Analyzing the NYSESLAT, ELA, NYS Math, and Science tests we have noticed that our ELLs are performing comparable to their NYSESLAT levels. Most of our Beginners have scored level 1 on the ELA or NYS Math tests. Two of our Beginner ELLs did not do well in the NYS Math exam, even though the test was in their native language. Our Intermediate students have had mixed results, most of them scoring level 1 in ELA. Few of our Intermediate students have scored level 2 in NYS Math test. 4th grade ELL students have had better results in NYS Science exam.

The school leadership and the teachers are also using the results of the ELL Periodic Assessments to inform decision making and drive instruction. We completed a thorough analysis of ELL Periodic Assessments for grades 3-5. The data obtained correlates with the

students' language proficiency level. We also performed a complete analysis of the three modalities tested: Reading, Listening, and Writing. In Reading our 3rd and 4th graders did not do very well in making predictions, inferences, discussing the meaning of literary works to understand and interpret text presented in a written form, interpreting and evaluating information. In writing our students scored poorly on applying self monitoring and self correcting strategies for accurate language production and written presentation, using established criteria for effective presentation of information; and writing using the conventions and features of American English to effectively influence an audience. In Listening our ELLs did not do well on applying learning strategies to acquire information and make oral text comprehensible and meaningful.

This year we will continue to analyze the data from the ELL Periodic Assessment, which will be administered in October. This assessment will serve as another point of reference for our lessons. Classroom teachers will be provided with this information and they are going to use it to drive differentiated instruction. In addition, the ESL team will identify meaningful activities to meet the needs of these students. Native Language support will be used to facilitate English language acquisition. Informal assessment will be performed to measure progress throughout the year. Parents will be provided with this information periodically throughout the year to facilitate a better learning experience for their child.

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\*](#).)

The School Leadership Team and teachers use data to inform decision making and drive instruction for ELLs within the Response to Intervention framework. We pay close attention to those components of RTI implementation that are specific to meeting ELL's needs and show promise for supporting ELLs' academic outcomes. We have established a systematic process for examining how ELL's backgrounds and educational contexts have an impact on their academic achievement in our classrooms. As applicable, we assess first and second language proficiency of the students. Also, we analyze the educational history to gain more insight into the students. The School Leadership Team and teachers have established a plan to gather information through formal and informal assessments. We have established universal screening assessments that might give clear indications of how a student is performing relative to peers of the same age or grade level. As required by State regulations when a new student comes to our school, the parents complete the Home Language Identification Survey (HLIS). The ESL teacher analyzes the information to see if there are any factors that might influence the English language acquisition and make informed decisions regarding linguistically responsive instructional choices. In addition, the ELL students take part in RTI screening to assess whether the literacy skills meet grade level benchmarks. The PPT team confers with the classroom teachers and ESL teacher. Students are administered a baseline assessment and then the team decides on a goal for the student to work with a specialist. Progress monitoring is performed for 2-8 weeks to decide on the next steps: whether is increasing the intensity of instruction or modifying the goal. If an ELL student is flagged at-risk on any particular skill or competency that student receives targeted instruction to support development in this area. This support is provided in coordination with language support services. The ELL students are provided with the same structure and support system as other students.

Furthermore, teachers take important steps to provide strong core instruction. They strive to make lessons meaningful to students and develop language and literacy across the curriculum. Teachers target rigorous and challenging instructional goals while simultaneously providing students with supports they need to achieve success. Students also receive targeted interventions to support ELLs who are not showing sufficient progress on the skills measured. During these interventions teachers perform progress monitoring to see how these students are responding to instruction. This data is used to make educational decisions such as changes in goals, instruction, or services. This data is discussed regularly during our bimonthly PPT meetings to inform our further instructional steps.

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

The LAP team, the School Leadership team and teachers take all the necessary steps that students' second language development is considered in instructional decisions. Students of all proficiency levels participate in an academically rigorous program. All students are expected to participate in grade-level Common Core aligned lessons. Teachers use scaffolding strategies and differentiated instruction based on their proficiency levels and needs to accomplish participation in grade level content. Teachers integrate reading into learning expeditions to teach content and to develop literacy skills. Readers' workshop is used to teach decoding, comprehension strategies, and to scaffold expedition products. These are strategies that benefit a wide range of ELL students. Classroom contain libraries with an assortment of resources, including texts related to expeditions, student-produced books, primary sources, and a range of media, genres, and levels. Conferencing with students is an ongoing practice and provides an opportunity for teachers to measure progress toward meeting and exceeding grade level standards. PS 56 has implemented instructional programs that regularly ensure continuity of instruction and language development. Instruction is designed to mediate the learning of various proficiency classifications: newcomers, long-term ELLs, beginner, intermediate and advanced proficiency levels.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

N/A

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

There are various ways how we evaluate the success of our programs for ELLs. We analyze the data from the ELA, Math, and Science exams to see how our ELLs are performing comparable to non-ELL students. In addition, our school has been consistently meeting the AYP for ELLs. We also analyze the data from the NYSESLAT and ELL Periodic Assessment. We analyze our ELL performance to ELLs in comparable schools. Teachers perform on-going assessments designed to collect evidence of student learning and progress.

## Part IV: ELL Identification Process

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

- 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](#).)  
When new students enroll at PS 56Q the identification process begins with administering the Home Language Identification Survey. A trained pedagogue in the intake process administers the Home Language Identification Survey which is available in parents' language. The certified ESL teacher is the one who conducts the initial screening. When the ESL teacher is not available there are other staff members who are trained to assist with the process of completing the Home Language Survey. We explain the HLIS form to the parents and discuss its purpose: to obtain information about the child's language and school experience. In order to promote academic success in school we need to place the child in the appropriate setting. We ask parents to fill out the form with us so we can accurately determine the students' dominant home language.  
After the parents complete the HLIS we conduct an Oral interview to determine the dominant language of the student. We contact the DOE Translation Unit in case we need assistance. We also have bilingual staff that assists with the interview. The ESL teacher assesses the HLIS in collaboration with the oral interview to determine the dominant language of the child. The eligible students are administered the LAB-R within 10 days of their enrollment. After administering the LAB-R the ESL teacher hand scores the test according to the Assessment Memo and this information is used to determine the placement of the students in the appropriate class. Should any of the students who are entitled to ESL services be Hispanic, the Spanish LAB-R is administered as well. The LAB-R grids are delivered to the Borough Assessment Office as per calendar set by the Assessment Memo.
- 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.

Parents have a right to choose a placement for their child, so next we hold a Parent Orientation Meeting. The purpose of this meeting is to inform parents of their rights and provide a description of the three program choices provided by the Department of Education: Transitional Bilingual Education, Dual Language, and Freestanding ESL. The letter of invitation is sent in the parents' home language, if possible, so they can understand their role at this meeting and the importance of their attendance. In the initial of school the orientation is held close to the conclusion of the LAB-R testing period, when cut scores have been calculated. For example, this year we held the parent orientation on September 18. We hold other orientations during the year as needed. The ESL teacher is the one who holds these orientation meetings. We have an agenda and the parents sign in. The information is disseminated in three ways: visually with a graphic organizer, a brochure in the parents' languages, and a video accessible on the Department of Education website. This ensures that parents understand all three program choices and make an informed decision about their child.

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

language is 50% in English and 50% in the other language. Students may alternate language instruction day by day or in cycles.

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

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

Parents watch the video in their native language if available on the DOE website. We provide them with brochures and answer parents' questions. We feel Parent Orientation is the optimal time for parents to select a program because we can ensure the forms are completed correctly and parents can ask questions as they make the best choice based on their child's language needs. Since the default program for students is the Bilingual Education program, follow-up letters and contact is made for parents who are not able to attend the meeting. The parents are informed that their child has a right to placement in a bilingual class if there are sufficient numbers of entitled students with the same home language. They are also informed that if there are not sufficient students to form a Transitional Bilingual Education program they have the option of transferring to another school in the district that offers that program; and if they choose not to transfer their child, he or she will be placed in a Freestanding English as a Second Language program. Parents are informed that their child will be staying in the program they select until he or she is no longer entitled to receive services. They are informed that their child will be placed in an age-appropriate class for no longer than 10 days until his or her needs are identified.

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 [\[see tool kit\]](#).)

The identification process for previously enrolled students is determined by the 2013 NYSESLAT results. All students who as a result of this assessment fall into the category of a Beginner, Intermediate, or Advanced Language Learners continue to receive services during the current school year. In September, students receive entitlement letters in their home language informing parents of the results- both for students who have tested out of NYSESLAT and those who continue to need language support. The Parent Survey and Program Selection forms are disseminated to parents during the ELL orientation. The parents fill out the forms and return them to the ESL teacher, who places them in a file to be kept in school. If any parent of new students does not attend the ELL orientation the ESL teacher contacts the parents and schedules individual meetings to discuss the parent options and have the Parent Survey and Program Selection forms filled out properly. These forms are kept on file and are reviewed periodically throughout the school year to identify the trends of parental choice. In addition, the ESL teacher talks to the parents during the Parent-Teacher conferences about this important matter.

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.

Students who are identified as ELL students after the LAB-R has been hand scored are placed in their respective classroom where they will continue to receive ESL services as mandated by CR Part 154 regulations. Parents are informed of their child's placement by the ESL teacher. The parents are informed of this placement during the ELL Parent Orientation as well. Bilingual staff is available to translate during these meetings and the Translation Unit is contacted if needed.

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.

Prior to the NYSESLAT the ESL teacher prints out the ATS reports (RLER) to ensure that all eligible students take the NYSESLAT. These reports are cross referenced with the other reports and class lists to ensure that every ELL student take the NYSESLAT. These reports are shared with the Testing Coordinator and are kept on file even after the test.

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. 

The trend in program choices that parents have requested over the past few years has been Freestanding ESL. Among our previous students we have 2 request for TBE (Spanish). During the parent orientation held on September 18, 2013 , parents have selected Freestanding ESL as their first choice. We had 6 parents attend the meeting and they selected Freestanding ESL as their first choice. We revisit parent selection forms yearly to keep track of parent choices. Once there are 15 or more students in contiguous

grades for whom the parents request the same option, we will comply accordingly. Parents will be notified when this choice becomes available here at 56Q. In the mean time if any parent requests a Bilingual Program the ESL teacher contacts the Office of ELLs to inquire about the Bilingual Programs that might be available in the area. In addition, the school is identifying which teachers might have Bilingual Certifications in case we need to open Bilingual Programs.

## 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])?
 

Students of all proficiency levels participate in an academically rigorous program. All students are expected to participate in grade-level lessons. Our instructional program model includes "push-in" teaching. The students are grouped heterogeneously. The objectives of our ESL program are:

    - \* to provide academic content-area instruction in English (by using ESL methodology and instructional strategies; and using native language support to make content comprehensible)
    - \* to assist students to achieve the state-designated level of English proficiency for their grade
    - \* to help ELLs meet or exceed the Common Core Learning Standards

## OBJECTIVES

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

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

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

- By June 2014. 10% of eligible ESL students will demonstrate progress in English language proficiency by either:
  1. advancing one overall proficiency level on the NYSESLAT between two test administrations,
  - or
  2. making a total scale score gain of 43 points on the NYSESLAT for those students who maintain the same proficiency level between two test administrations.

To help meet these objectives, our LAP team has been assembled and meets periodically throughout the year to ensure that these objectives are incorporated into our lessons.

### Implications for Instruction and Collaborative Planning

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

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

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

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

The first scale of scaffolding deals with support. The LAP team is there to support the students as they grow and mature as individuals over time. The ESL teacher will help the children succeed by giving them constant encouragement. The second scale deals with procedures. The procedures for implementing an activity will come out of our meetings during professional development, workshops attended, and from the ESL tool kit. The ESL Teacher will utilize a push-in program and will work collaboratively with the ELA department to form flexible groups based on data to meet the specific needs of the ELL student.

Small group instruction will provide the ELL students the time, scaffolding, and differentiation they need and deserve. The third scale deals with interaction and is the most important of the three. The interaction between the students and the teacher is crucial to their development as individuals. We believe in interaction that is kind and encouraging – that builds upon the child’s individual strengths - will promote a positive learning environment and will help the children succeed in the program. The ESL teacher will need to display the character traits of PS 56 at all times so the children feel supported and can in turn, succeed. These scaffolding activities will provide support for learners who are not able to demonstrate strategic behaviors in their own learning activities. These supports will be gradually withdrawn as the student’s gain proficiency, thus transferring more and more autonomy to the student.

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

### TARGET POPULATION

The ESL program at PS 56 will be geared toward children of various ethnic backgrounds such as (E.g. Spanish (24), Bengali (4), Arabic (7), Urdu (3), Punjabi (5), Polish (2), Uzbek (4), Rumanian (1), and Chinese (2), in grades 2 to 5 ). We are a 2-5 grade school getting the overwhelming majority of students from PS51Q. Freestanding ESL was the program chosen by the most parents at the beginning of the school year. This year we had nine eligible ELL-s new to NYC Public school system. 7 out of 9 parents chose Freestanding ESL as their choice. The parents sign their selection at a parent meeting that was held on September 18, 2013. Following the ESL guidelines, all of the work that we do with the children is in English with native language support. We do not have a bilingual program here at PS 56Q. If a child is in need of help, then we would try to get some information for them in their native language. All school information is available in the child’s native language. Letters that are sent home are translated into the parents' native language by the Translation Unit ahead of time. Students get Native Language support in the classrooms. Native Language support is provided in forms of books in their native language, glossaries and word dictionaries in all content area, computer translated resources and buddy support system in the classroom. We also have a few Native Language paraprofessionals that are available to provide support during the school day and after school. They also assist during a Homework Afterschool Program to help students with their homework.

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)?

All of the students in the ESL program who are at the beginning and intermediate levels of English proficiency will receive two units of ESL per day (360 minutes a week). Those students who are at the advanced level of English proficiency will receive one unit of ESL(180 minutes a week). Students will receive Native Language support as described in more details in the LAP. These units will meet the Commissioner’s Regulations Part 154 requirements.

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.

Our instruction is delivered in the Push-in model. The ESL teacher serves the students in grades 2-5. The majority of students are grouped in one class to facilitate the Push in model. Teachers of ELL students and the ESL teacher have Common Planning once a week on Mondays, when they map out the curriculum, discuss various techniques and ESL methodologies to facilitate building academic language in all content areas. They formulate academic and language goals and lessons to reflect these goals. Students receive both language and content instruction. Common Core Standards and New York State ESL standards, and grade level curriculum are used to provide a framework for content instruction. ELL Students with IEP-s that are in ICT classes or Self Contained classes are brought into their corresponding grade level ESL class to receive instruction based on their proficiency level. We also analyze the results of the NYSESLAT, LAB-R and Periodic Assessments to determine the linguistic and specific needs of each students. This data is disseminated to the classroom teachers who take it into consideration when

delivering and assessing instruction. We also analyze our students' performance on the Periodic Assessment. We will look at their Fall 2013 results to narrow down the skills and strategies that our ELL-s need reinforcement with. Given the past tests, these skills include applying self monitoring and self correcting strategies for accurate language production and written presentation; making predictions, inferences, and deductions; writing using the conventions and features of American English to effectively influence an audience; and following oral directions to participate in classroom and social activities.

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

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

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

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

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

Language instruction is aligned to the Common Core Learning Standards. ESL teacher and teachers of ELLs scaffold academic language to support students' participation in content areas. Teachers use a rich repertoire of scaffolds to supports students' understanding of the main academic content. Teacher model the use of the academic language in ways which students are expected to respond and participate. ESL teacher ensures that language structures and functions are taught within the context of the lesson.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The staff at PS 56 ensures that ELLs are evaluated appropriately in all four modalities of English acquisition throughout the year. Students take formal and informal assessments over the course of the year. Students take the ELL periodic assessment in the fall

and spring. Their reading ability is also assessed through Fountas and Pinnell assessment every three months. This assessment is performed by the classroom teacher or the ESL teacher and provides valuable input into the reading abilities of students. The ESL teacher also performs informal assessments of students' speaking, listening and writing three times a year. The data from this assessment is used to drive instruction. Teachers work collaboratively to evaluate student work and data and make informed decisions regarding instruction.

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).

We currently have two SIFE students. We have been implementing various strategies to facilitate learning. We will continue to use differentiated instruction and scaffolding strategies based on the students' needs and level. Students will receive additional literacy instruction on top of the mandated instructional minutes by the ESL teacher.

Our newcomers who are at different stages of language acquisition are placed in flexible groups, so they listen to the modeled language of the more advanced students while completing their tasks. Examples of differentiated instruction at the beginner and intermediate levels are evident in all areas of language development. The implementation of our research based reading program "Cornerstone" in grades 3 and 4 will provide ample opportunities in accelerating standard academic language learning. We feel that "Cornerstone" will provide challenging content-based language development and learning strategies that help students achieve academic goals. Also, this year we will use Common Core aligned "Expeditionary Learning" in 5th grade which contains various scaffolds for our ELLs. In addition, all ESL classes will establish a Listening Center, which will be utilized as a center during Independent Reading Periods. In 2nd and 3rd grade we use "Foundations", a phonics based program, to help our newcomers in reading. New students also use the web based site "Starfall" to help them with reading and phonological awareness.

We have 5 LEP students who have received services for more than three years. Their language proficiency level is Intermediate and Advanced. Two of these students, who also have an Individualized Educational Plan, scored at the Intermediate level on the Spring 2013 NYSESLAT. The ESL teacher met with the classroom teachers and used the analysis of the NYSLAT and ELA to identify the areas of need. Looking at this data we identified that these students are proficient in speaking but they do not do very well in reading and writing. We also identified the areas of weakness, such as making predictions, summarizing, identifying main idea and making inferences. In writing we discovered that these students lack organization skills and usage of a wide vocabulary. We created a plan emphasizing reading and writing development. During our ELA periods for these students, we will examine different genres by looking at similarities and differences, organization, style, vocabulary, and author's purpose. Using the Reader's and Writer's workshop the students initially write a joint text with the teacher and later they write independently.

We currently do not have any long term ELLs. In case long-term ELLs transfer to our school we have a good instructional plan in place to meet their particular needs. Teachers will implement a rich repertoire of scaffolds to support students' understanding of the main content and assist them in achieving language proficiency.

Students who tested proficient on the NYSESLAT 2012 and 2013 will continue to receive support systems to help them succeed. These students will continue to receive ELL testing accommodations for all exams. In addition, since most of them are placed in classrooms where the ESL teacher pushes in, they will receive language development support by the ESL teacher and classroom teachers.

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?

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

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?

The ESL teacher and the classroom teachers collaborate regularly to ensure that ELL students with disabilities are provided with strong core instruction that meets that individual needs. The ESL teacher coordinates with the students IEP to teach to the students strengths. The teachers collaborate to work on common goals. ELL students with disabilities receive ESL support and instruction

based on their NYSESLAT proficiency level. The Common Core aligned curriculum is adapted to meet their needs. Instruction is provided in a variety of settings: one on one, small group, and whole class. ELL-SWDs are encouraged to participate in various educational class trips and in large school communities.

**Courses Taught in Languages Other than English **

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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**

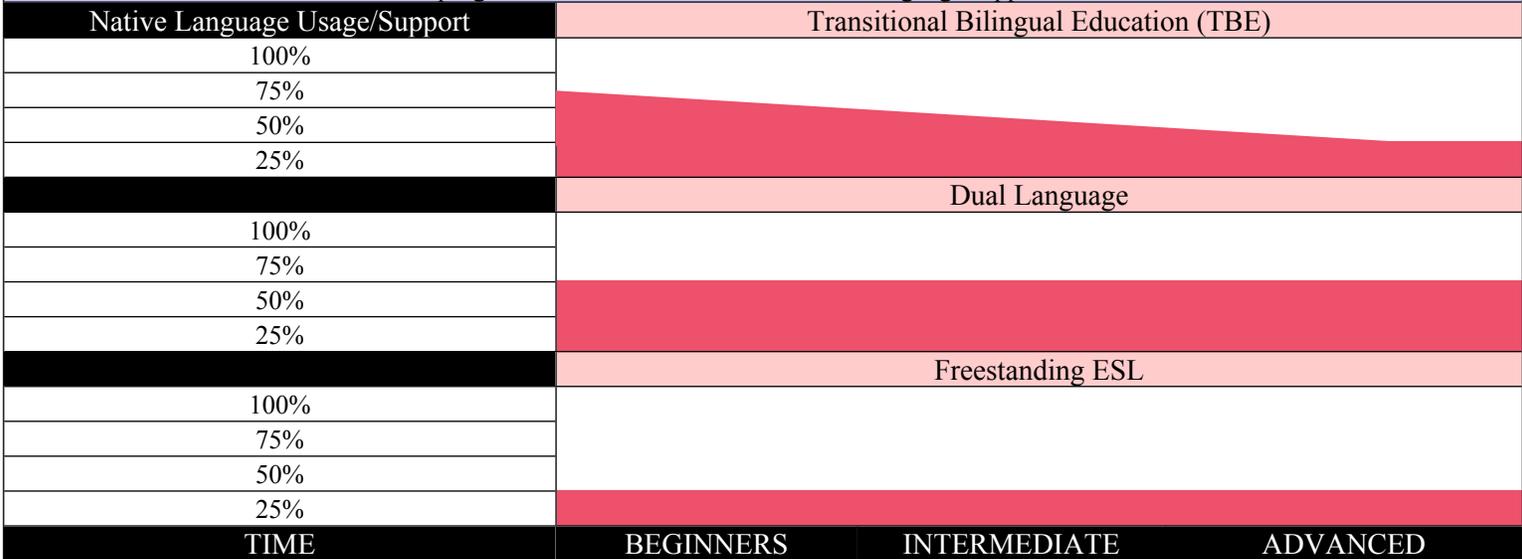
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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



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.
- Students who are identified as at-risk are administered Easy CBM, a baseline assessment. These results are used to identify a learning goal and the student works with a specialist. Progress-monitoring is performed for 2-8 weeks. The progress-monitoring results are reviewed at the PPT team meeting and next step decisions are made. The team takes into consideration various aspects of education and recommends social, emotional, and educational support for these students. Students are provided with AIS services, as needed. We also have social worker interns who work with these students to provide social and emotional support and guidance.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We analyze the NYSESLAT data every year to identify the strengths and weaknesses of our students and our program. During the past few years about 15% - 20% of our students have tested Proficient in the NYSESLAT. We also use the unit assessments of our programs to assess the effectiveness of the program. The progression of language development of our ELL students can be easily seen during group and class discussions, morning clubs, and other activities. Our students grow in social settings as well. They become more comfortable and proficient talking in English. They are able to establish and support friendships. Their confidence grows and they are able to take risks in academic settings.
11. What new programs or improvements will be considered for the upcoming school year?
- During 2013-2014 school year we are implementing new curriculum in Math and ELA. We are using the Common Core aligned "Go Math" in grades 2-5. In ELA in grades 3-5 we are going to implement Common Core aligned curriculum, Expeditionary Learning. Differentiation and research based strategies will provide equitable access for ELL students of various proficiency levels.
12. What programs/services for ELLs will be discontinued and why?
- ELLs in grades 2-4 will continue to have the same literacy program as the previous year. Teachers are going to incorporate Common Core aligned units of study to support these programs. We will continue to implement research based programs "Journeys" in 2<sup>nd</sup> grade and "Cornerstone" in 3<sup>rd</sup> and 4<sup>th</sup> grade. To better align instruction with other 5<sup>th</sup> grade classes we will implement the Common Core aligned curriculum "Expeditionary Learning". To support our Beginner and Intermediate students in 5<sup>th</sup> grade the ESL teacher will collaborate with the classroom teacher in identifying strategies to scaffold and make the input comprehensible.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- At PS 56 ELL students have the same opportunities as all the other students. They have opportunities to choose classroom jobs, engage in whole class discussions, be a color guard at morning line up, be a ball monitor during recess, participate in grade level events such as the Dance Festival, multicultural event, and other activities. They are also encouraged to apply to the Afterschool program that is housed in our building.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- PS56 offers rich instructional materials that include a wide range of print, visual and digital resources designed to increase English language proficiency. Our ELL students in grades 2-5 are provided with Common Core aligned instructional materials, such as "Journeys", "Cornerstone", "Expeditionary Learning", and "Go Math". All our classrooms have Smart boards which facilitate the delivery of instruction. Students are able to view videos and access online materials. All our classrooms have computers with Internet access that students could use at various times. Students access reading internet sites, listen to conversations, and use the computers to complete research projects. Our classrooms also have listening centers where students have the opportunity to listen to books on tape or CD. This is especially beneficial to our newcomers who need to work on their listening skills. All our classrooms have rich libraries of fiction and non-fiction books, picture books, dictionaries, and bilingual dictionaries. Language and grade- appropriate books and materials are available to our ELLs. Math manipulatives are available to all students and are especially beneficial to our newcomers and SIFE students so they can grasp the mathematical concepts better. We also have a computer lab that is accessible to our students for research projects and use during their Computer Lab periods.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ELL students are supported in their native language in various ways. Classroom libraries contain materials in students' native languages. All classrooms have access to computers so teachers can translate materials when needs arise. Students also have

access to bilingual dictionaries and glossaries. We also make good use of the buddy systems in our classrooms, where teachers identify students that speak the same language and pair them up with our ELLs for language support.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
ESL teacher and classroom teacher ensure that the instruction and resources correspond to ELL's ages and grades. This includes topics of interest, text selections, and the opportunity that students can interact with age appropriate peers. Students are grouped by grade and are serviced as mandated. Classroom libraries contain a wide range of age- appropriate materials and the Common Core curriculum that we have implemented is according to their grade.
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.  
As new families contact PS 56 before the beginning of the school year they are provided with a classroom supply list and a list of upcoming events. The PS56 staff also has a conversation with the families explaining the policies and expectations. They are also encouraged to contact the staff and ESL teacher in case of any questions. Throughout the school year the Parent Coordinator and PS 56 staff reaches out to new ELL families to welcome them and facilitate an easier transition. Parents of new ELLs are invited to ELL orientations and school orientations where they receive information about the programs and our school. New ELL students are paired up with a buddy (usually someone who speaks their native language) to facilitate an easier transition into our school.
18. What language electives are offered to ELLs?  
N/A
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)?

N/A

### 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.

Staff development is ongoing. At PS 56 we hold grade meetings every week. Teachers meet with the other teachers on the grade and map out curriculum, identify efficient strategies, monitor students progress, etc. The ESL team meets once a week as well and discusses our goals for ELL students and identify strategies to achieve our goals. The ESL teacher is invited to grade level meeting to better align instruction and curriculum. Our meetings have an agenda and the sign in sheets are filed accordingly. In addition, our staff meetings provide excellent opportunities for teachers. The teachers are also part of the grade level Inquiry teams. Throughout the year our ESL teacher and teachers of ELL students attend professional workshops provided by the Network or the Department of Education. During the past two years, the ESL teacher and the teachers of ELL-s have attended various professional development workshops provided by NYCDOE, such as "Teaching Reading to ELL-s", "The Language of Science for ELL's", "Achieving Success for ELL's", "RTI for ELLs" etc. This year classroom teachers of ELLs and ESL teacher will attend training sessions to prepare for the implementation of our CCLS aligned curriculum in ELA and Math, such as network and citywide workshops on "Go Math" and "Expeditionary Learning".

At PS 56 we emphasize college and career readiness. Students are made aware of different responsibilities that they have as learners and people. In 5<sup>th</sup> grade the teachers implement use of binders to assist students who will be transitioning to middle school. We also monitor that the new teachers get 7.5 hours of ELL professional development. Various workshops offered by the Office of English Language Learners fulfill these requirements. We also offer in-house ELL professional development to the new teachers and retain the documentation as required.

## 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?

Parents workshops are ongoing and focus on strategies to incorporate their child's learning style at home, ways to increase reading at home, and opportunities to learn about curricula. Within two weeks of the new school year we hold a parent orientation workshop for parents of ELLs. Parents are given an overview of what's expected in their child's grade and the curriculum. This year we already held a few parents information workshops such as "Common Core Learning Standards", "Reading Strategies", "How To Choose a Just Right Book", and "Math Strategies". These workshops were really well-received by our ELL parents who would like to help their child at home. Since this year we are implementing two new Common Core aligned curricula we are holding parent workshops about "Go Math" and "Expeditionary Learning". We also hold "ARIS Parent Link", to advise and inform parents on how to access ARIS. In addition, we hold a lot of evening events such as Daddy and Me, Mommy and Me, Bingo Night, etc which are well received by the parents, especially parents of ELLs. This November we are going to have a Multicultural Event inviting all parents. They will bring food, artifacts, or music from their native country. As we get closer to the state exams we are going to hold workshops on strategies and how to do well on these tests. In spring the ESL teacher will hold a workshop on "Getting Ready for the NYSESLAT".

At the beginning of the school year we sent out a survey to parents which lets us know which are the needs of the parents. These surveys are translated in the parents' native language. As we get the surveys back the Parents Coordinator has a discussion with the School Leadership Team and a list of workshops is produced. We look at the attendance of parents and to see how many are parents of our ELL students and adjust our list of workshops accordingly. Parents of ELLs are invited to Meet the Teacher night, PTA meetings. Parents receive their letters and all communication in their native language if necessary. Our letters are translated in Spanish, Punjabi, Urdu, Arabic and Bengali. In case parents need assistance in their language we make use of the staff at PS 56 who speaks that language. Also, parents of ELLs are encouraged to volunteer in PTA, participate in School Leadership Team and PTA executive board. They are strongly encouraged to participate in all the events offered at the school. At PS 56 we take pride in planning activities that consider the family, cultural, and language background of students, to celebrate and include all students in the school community.

## 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.

Data on this report is as of September 27, 2013.

## Part VI: LAP Assurances

**School Name: Harry Eichler**

**School DBN: 27Q056**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ann Leiter	Principal		9/30/13
Ernesto Pinder	Assistant Principal		9/30/13
Rosemarie Giampaolo	Parent Coordinator		9/30/13
Entela Kodra	ESL Teacher		9/30/13
	Parent		
Colleen Morrissey	Teacher/Subject Area		9/30/13
Lisa Chetram	Teacher/Subject Area		9/30/13
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 27Q056

School Name: Harry Eichler

Cluster: IV

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**

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

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

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

Based on HLIS forms, the RHLA report, parent surveys, and the knowledge of the school community needs, PS 56 identifies needs for translation and interpretation services to facilitate parents' understanding of the NCLB requirements and policies, Common Core Learning Standards and City learning and performance standards, and schools academic expectations and policies. Furthermore, to keep all parents informed about the Children First reform, we provide translation services of major NYCDOE documents and Chancellor's letters and regulations. Our parents' letters are also translated in the parents' language of choice. These findings are shared with the school community during the September PTA Meeting. The Home Language Report for PS 56 (RHLA) from September 2013 indicates that 178 students' families (out of 437 total) speak English at home. The second vast majority speak Spanish, 105 students' families. The other common languages that were identified are as follows: Punjabi (45), Arabic (24), Urdu (21), Bengali (23) and Hindi (5).

## Part B: Strategies and Activities

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

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

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

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

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

To ensure that school documents are translated in a timely manner we forward parent letters to the DOE Translation Unit 2 weeks in advance. We have also posted the Chancellor's Regulations, "Bill of Parental Rights and Responsibilities" in 8 languages on the PTA bulletin board, P.S 56 community needs bulletin boards, and places where there is a high volume of parent engagement. Extra copies of regulations are available in the PTA room and Parent Coordinator's office.

In the beginning of the year, we also inform parents during meetings that translation is available for all school home communication needs. The Parent Coordinator is available via phone and office hours to address any concerns about the school's translation and interpretation services. The NYCDOE Translation and Interpretation Unit will be contacted for assistance in the event that we are unable to provide language services.

In addition, the school safety plan contains procedures that include the use of buddy students to assure class communication of safety related information through a classmate who speaks the same language.

Oral interpretations are provided by the Translation and Interpretation Unit through phone conferencing or bilingual staff members. In certain cases parent volunteers help to facilitate this process.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

### Part B: Direct Instruction Supplemental Program Information

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

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

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

### Part C: Professional Development

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

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

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

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

**Part C: Professional Development**

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

**Part D: Parental Engagement Activities**

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

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

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

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

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

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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