



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 56 THE NORWOOD HEIGHTS SCHOOL

DBN (i.e. 01M001): 10X056

Principal: PRISCILLA M. SHEERAN

Principal Email: PSHEERA@SCHOOLS.NYC.GOV

Superintendent: MELODIE MASHEL

Network Leader: MARIA QUAIL

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Priscilla M. Sheeran	*Principal or Designee	
Nazia Ahmed	*UFT Chapter Leader or Designee	
Carmen Lugo	*PA/PTA President or Designated Co-President	
Mary Rameriz	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Elizabeth McGill	Member/ Respect For All teacher	
Mary Finn	Member/ Assistant Principal	
Ade Cortes	Member/ PA/PTA President or Designated Co-President	
Syeda Ali	Member/ Title 1 Member	
Carrie Rivera	Member/ Title 1 Member	
Annah Moore	Member/ PA Member	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 100% of our teachers (grades K through 5) will continue to use data-based analysis and data driven instruction in ELA and Math, so that 80% of students in grades K through 5 will demonstrate at least one full year progress evidenced through both formative and summative assessments (Developmental Reading Assessment, the New York State ELA Exam and the New York State Mathematics Exam).

Comprehensive Needs Assessment

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

Improving student performance in order to meet rising effective AMO.

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. Professional Development: Professional Development will be provided on the following topics: data-based analysis (specifically the periodic assessments in ELA and Mathematics Grades 3-5, NYS ELA, Mathematics, Social Studies, and Science exams), Math in Focus, Award Reading Program (K-3, ELLs and SWDs), Achieve3000 (Grades 3-5), Junior Great Books, Common Core Standards in Literacy and Math.
2. Schedules for teachers (grades K-5) will continue to be designed to allow for common planning (inclusive grade level planning – all GE and SE classes on each grade level, and vertical planning for all ESL teachers and Special Education teachers) to provide teachers with the opportunity to look at student work in all content areas, and to monitor and assess student progress and proficiency to drive instruction.
3. Teacher-developed grade wide exams using the NYS Learning Standards and curriculum aligned to the Common Core Learning Standards will continue to be given mid and end year to assess consistency of grade level instruction and student learning in reading comprehension, Language Arts, Math, Social Studies, Science, Art and Technology in grades 2 through 5. This assessment data will also continue to drive future planning and instruction.

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

1. Administration, Staff Developers, Intervention Specialist and Data Specialist
2. Administration, Staff Developers, Intervention Specialist and Data Specialist
3. Administration, Staff Developers, Intervention Specialist and Data Specialist

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

1. Teachers will be able to prepare and implement units of study focused on grade level curriculum in which students will demonstrate understanding as evidenced by student work (student portfolios and culminating activities/tasks for units of study) and their performance.
2. Teachers will be able to plan differentiated instruction based on analysis of student data so that students at each entry level will successfully complete instructional outcomes.
3. Teachers on each grade will assess the validity of their delivery of grade level curriculum and instruction by analyzing student achievement on teacher made grade level mid term and final exams.

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

1. September 2013 through June 2014
2. September 2013 through June 2014
3. September 2013 through June 2014

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

1. Ongoing professional development will continue to be scheduled for our school community. Every month, our Math coach and instructional assistant principal survey the staff to identify specific instructional needs. Professional resources are available to support teaching effectiveness. Lunch and Learns are provided to differentiate and scaffold P.D. The administration will continue to facilitate professional development sessions focusing on the Common Core Standards.
2. Both the instructional assistant principal and the math coach are valuable supports and resources for grade level planning and vertical planning (Special Education and ELLs). The administration continues to schedule weekly opportunities for planning. The monthly teacher survey includes the opportunity for teachers to request particular resources and materials. Texts, trade books, school created units of study, Junior Great Books, Achieve3000, Math in Focus math program, academic web

sites, laptops, Smart boards.

- The instructional assistant principal, the Math coach and the science cluster teacher will continue to attend weekly grade level planning meetings to support the development of grade wide exams in the content areas. With their assistance, teachers will create mid-term and final exams that are aligned with our units of study, the grade level curriculum and the Common Core Standards. The data specialist will create scantrons and input all student data.

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).

- Our assistant principal in charge of literacy will continue to facilitate monthly ELA workshops for parents. Interpretation support is provided in the dominant languages spoken by parents in the school.
- Our school librarian will continue to facilitate open-access to the school library every week for our parents.
- The Parent Coordinator and other staff (e.g. administration and staff) will continue to attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- Notices including student data will continue to be sent to parents a minimum of three times a year, including communication during Parent-Teacher Conferences.

Budget and Resource Alignment

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

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

Goal and Action Plan #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, through school wide differentiated instruction that is aligned with the Common Core Standards, which includes research-based programs, students at-risk will demonstrate growth toward achieving higher standards as measured by a 10% increase in achievement by students previously at a Level 1 scoring at Levels 2 and 3 on the 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.

After conducting an analysis of student performance data on all grade level assessments, it was determined that specific plans for screening and providing tiered instruction and interventions for students at-risk would help ensure a culture for learning in every classroom.

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

- Students will continue to receive academic intervention services through the use of the following research-based reading programs: Voyager Learning Ticket to Read and Junior Great Books (Grades K-5), Voyager Learning Passport Reading Program (Kindergarten), Great Leaps and SRA (Grades 2-5), Achieve3000 (Grades 3-5), Award Reading Program (all students grades K through 3, and Students With Disabilities grades 4 and 5) and Fletcher's Place (Kindergarten) 3 to 5 days per week.
- Student progress and next steps in planning and instruction will continue to be communicated school-wide. All service providers continue to be responsible for the ongoing communication of student progress and next steps in planning and instruction to all stake-holders, including students, teachers and parents. Administration monitors all written and oral communication.

Personal Intervention Plans will be recorded in the Norwood Heights School Wiki and will continue to document student progress through student's response to

interventions, while also including interventions and next steps. This resource is a living document that provides important student data and allows ongoing communication with administrators, classroom teachers, parents and students.

3. Saturday Academy Program addresses students' individual learning needs, while utilizing student assessment data to provide differentiated small group instruction each week.
4. Ongoing professional development for general education teachers, self-contained special education teachers, special education service providers, and Intervention Specialists that includes a focus on utilizing ARIS, Achieve3000, Junior Great Books and Award Reading programs will continue to emphasize the relationship between data analysis and differentiated instruction, facilitated by program representatives, coaches and teachers with expertise. Ongoing professional development for general education teachers, self-contained special education teachers, special education service providers, and Intervention Specialists that includes a focus on utilizing ARIS, Achieve3000, Junior Great Books and Award Reading programs will continue to emphasize the relationship between data analysis and differentiated instruction, facilitated by program representatives, coaches and teachers with expertise.

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

1. Administration, Classroom Teachers, Service Providers, Staff Developers, Intervention Specialists, and Data Specialist
2. Administration, Staff Developers and Data Specialist
3. Administration, All Teachers, Service Providers, Staff Developers, Intervention Specialists and Data Specialist
4. Administration, Staff Developers and Data Specialist

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

1. Rtl is measured every 10th day of instruction to assess progress, lack there of, and next steps.
2. Communication of students' progress, needs and next steps to all stakeholders will enable successful Rtl Frequent ongoing assessment to show growth in each content area.
3. Student stamina will increase and improve student performance in classroom instruction.
4. Teachers will be able to prepare and implement units of study focused on grade level curriculum in which students will demonstrate understanding as evidenced by their student work and their performance.

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

1. September 2013 through June 2014
2. September 2013 through June 2014
3. October 2013 through April 2014
4. September 2013 through June 2014

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

1. During school, Before and After School Programs, Saturday Academies will be planned and implemented to meet all students' needs.
2. Planning and articulation time will be built into each program to allow teachers to document, analyze and share data on student progress, common needs and next steps.
3. Using formative and summative student assessment data, the Math coach, AIS teacher and the instructional assistant principal work with the teachers and administration to develop differentiated materials that support Saturday Academy Program.
4. Scheduled professional development on Chancellor's Days and throughout the school year designed to inform teachers of available resources and strategies, and how best to use them, to support instruction and differentiated needs of students.

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).

- Our assistant principal in charge of literacy will continue to facilitate monthly ELA workshops for parents. Interpretation support is provided in the dominant languages spoken by parents in the school.
- Our school librarian will continue to facilitate open-access to the school library every week for our parents.
- The Parent Coordinator and other staff (e.g. administration and staff) will continue to attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- Parents of our students at-risk will be invited to meet periodically with teachers and intervention specialists.
- Notices including student data will continue to be sent to parents a minimum of three times a year, in addition to communication during Parent-Teacher Conferences.

Budget and Resource Alignment

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

To continue to improve teacher practice and increase rigor in instruction by implementing the new New York State system of teacher evaluation and development.

Comprehensive Needs Assessment

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

To meet state and citywide instructional expectations by successfully preparing all students – including Students With Disabilities and English Language Learners – to be college and career ready upon high school graduation.

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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
 1. Initial Planning Conferences with the principal will be scheduled for all teachers to discuss their learning goals for all their students. Goal Setting meetings will also be scheduled again mid-year to revisit, revise and discuss next steps in instruction and learning for each individual student.
 2. Continue to provide professional development for teachers and parents to support curriculum and assessment revisions which engage all of our students in rigorous tasks, embedded in well-crafted instructional units and with appropriate supports, as well as continuing professional development and professional discussion of Charlotte Danielson's Framework for Teaching components (the four domains and the 22 components).
 3. Administration (primary and secondary evaluators) will develop and implement a schedule for formal and informal teacher observations and provide evidence-based feedback using the Danielson 2013 Rubric.
 4. Throughout the school year, students in grades 3, 4 and 5 will periodically complete surveys to evaluate effectiveness of instruction and their own performance.
 5. Competitions in all major subject areas will be scheduled throughout the school year to enable students to challenge themselves intellectually and to foster self-confidence and self-evaluation.
 6. School-wide educational trips will continue to be planned and scheduled to support our integrated units of study, to enhance and connect students' learning, while providing the opportunity for social growth.
- 2. Key personnel and other resources used to implement each strategy/activity**
 1. Administration, all teachers (classroom, cluster and staff developer) mandated for an Initial Planning Conference.
 2. Administration, Staff developer, Data Specialist and all staff.
 3. Administration and all teachers (classroom, cluster and staff developer).
 4. Administration, teachers, Intervention Specialists and Staff Developer.
 5. Administration, teachers, Intervention Specialists and Staff Developer.
 6. Administration, staff developers and teachers.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Goal Setting and Teacher Survey template provides opportunity for teachers to discuss collected student data along with their instructional goals that are aligned with the Danielson Domains with the principal. There is the expectation that teachers provide evidence in their goal setting survey of learning tasks that support the Common Core Standards emphasis on students' ability for higher order thinking, reading more complex text, and extensive, purposeful and evidence supported writing.
 2. The local and state measures of student learning (MOSL) and problem and project-based student work will be evidence of the progress and effectiveness of this activity.

3. The Measure of Teacher Performance Ratings (MOTP) found on Advance will serve as an indicator of teacher effectiveness.
4. Problem and project-based student work will be compared with students' assessment of their learning.
5. The rubrics developed for each competition will be used to evaluate both student intellectual growth and confidence.
6. Post trip student/class written reflections and discussion include the expectation that students demonstrate their understanding of the interconnectivity of their classroom learning with the world at large.

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

5. September 2013 and January/February 2014
6. September 2013 through June 2014
7. October 2013 through June 2014
8. September 2013 through June 2014
9. January 2014 through May 2014
10. September 2013 through June 2014

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

1. The completed Goal Setting and Teacher Survey template, and collected student data.
2. Scheduled professional development on Chancellor's Days and throughout the school year designed to inform teachers of the Charlotte Danielson Framework for Teaching Components and the Danielson 2013 Rubric, EngageNY and the Common Core Standards.
3. Formal and Informal observations, the Danielson's 2013 Rubric and the Advance Web Application support the teacher evaluation system and promotes highly effective teaching practice.
4. Student input will be systematically collected to help drive planning and instruction, along with students' next learning steps.
5. The developed competition rubrics serve as a pre-performance, performance, and post-performance resource to guide and support students' intellectual growth while meeting clear expectations of high academic rigor.
6. Grade level meetings are scheduled to discuss integrated units of study and trips that will support the connection between classroom learning and the world at large.

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).

- o Our assistant principal in charge of literacy and our Math coach will continue to facilitate monthly ELA and Math workshops for parents to strengthen parents understanding of academic rigor and citywide instructional expectations. Interpretation support is provided in the dominant languages spoken by parents in the school.
- o Parents are systemically invited to all events – academic and social (e.g. performing arts events, competitions and author celebrations).

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	X	Title IIA		Title III		Set Aside		Grants
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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.

To continue our mission to develop the whole child, develop his/her self-esteem, social responsibility, sense of community, values, mental and physical health, citizenship, and instill a lifelong love of reading and learning.

Comprehensive Needs Assessment

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

To successfully prepare all students to be college and career ready.

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.

1. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> We will continue to offer an After School Help Program to assist students with homework and provide physical and interactive academic activities, Achieve 3000, Ticket To Read and other interactive technology programs, to support their development. Adult education classes in ESL and technology will continue to give parents the opportunity to enhance their own learning and in turn support their children’s academic development. We will continue to provide various programs in both the visual and performing arts to develop and enhance student understanding of the value and contribution of the arts in our world – past, present and future. Clubs, extracurricular activities (e.g. Family Movie Night, Family Bingo Night) and class trips (that support our integrated units of study) will continue to provide opportunities for us to support the development of the whole child.
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Administration, classroom teachers, teachers participating in the P.S. 56 After School Program. Administration, Parent Coordinator and teachers participating in the program. Administration, teachers participating in the programs, program facilitators. Administration, teachers participating in the programs, program facilitators.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Teachers of After School Help Program will work with students using Student Planners to guide and support them in completing homework assignments given by classroom teachers. Student planner serves as a communication tool between school (classroom teacher, after school teacher) and home (parent) to monitor student work. Teachers will administer pre and post assessments to set learning goals, to assess individual progress, and to assess the effectiveness of the program. Culminating events in choral, instrumental and drama performances will demonstrate students’ appreciation and acquired abilities in the performing arts. Gained knowledge, experience and appreciation of various historical and artistic venues, participation in family events held in school, and a variety of competitive activities and club opportunities will broaden students’ understanding of the interconnectivity and purpose of school learned academics in the real world.
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> October 2013 through June 2014 November 2013 through June 2014 September 2013 through June 2014
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Teachers, student assigned homework, and student planner will be tools and resources needed and used. ESL textbooks for adults, technology, and a licensed ESL teacher will support this program. A school aide will be assigned to supervise the children of participants in the program. A culminating activity will be planned for participants to demonstrate their newly gained English language acquisition. In-house visual arts cluster teacher, resident artists from MET opera and Bronx Arts Ensemble will support students’ instruction in visual arts, chorus and instrumental activities respectfully. Classroom teachers will support dramatic presentations during literacy programs and after school clubs. After school teachers coordinate club activities. During school year, teachers plan and supervise grade level trips to museums, historical sites, and appropriate venues that are aligned and support their integrated units of study. Student Council organizes and facilitates family events that reinforce and build the home-school connection, while supporting our mission to develop the whole child.

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).
<ul style="list-style-type: none"> Parents will participate on the School Leadership Team. Parents are systemically invited to all events – academic and social (e.g. performing arts events, competitions and author celebrations). We will continue to analyze the NYC DOE Parent Learning Survey to identify parents’ priorities and needs to help determine student programs and extracurricular activities.

Budget and Resource Alignment												
Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.												
<table border="1"> <tr> <td>X</td> <td>Tax Levy</td> <td>X</td> <td>Title IA</td> <td></td> <td>Title IIA</td> <td>X</td> <td>Title III</td> <td></td> <td>Set Aside</td> <td></td> <td>Grants</td> </tr> </table>	X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
X	Tax Levy	X	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 #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.

- 5. Strategies/activities that encompass the needs of identified subgroups**
- 6.
- 6. Key personnel and other resources used to implement each strategy/activity**
- 1.
- 7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 8. Timeline for implementation and completion including start and end dates**
- 1.
- 9. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Fletcher's Place Research-based Kindergarten Reading Program emphasis on phonics. 	Whole group	During the school day
	<ul style="list-style-type: none"> • Achieve3000 (Grades 3-5) Research-based and web-based individualized instruction program in nonfiction reading and writing. Also improves students' performance on high-stake tests. 	Individual, small group, whole group	During the school day, Saturday Academy, extended day programs, after school
	<ul style="list-style-type: none"> • Great Leaps (Grades 3-5) Research-based phonics and fluency building program. 	Individual	During the school day, UTT
	<ul style="list-style-type: none"> • Ticket to Read (Grades K-5) A web-based interactive reading program designed to strengthen fundamental reading skills, reading fluency and reading comprehension. Interactive technology and print program designed to accelerate literacy achievement K – 3. • AWARD Reading Program (Grades K-3) 	Individual	During the school day, after school hours

	<p>Research-based reading program.</p> <ul style="list-style-type: none"> • Reading A-Z Comprehensive reading program. A resource reading program that provides instruction and resources. 	Individual, small group, whole class	During the school day, after school hours, extended day morning programs
	<ul style="list-style-type: none"> • Saturday Academy (Grades 3-5) Intervention program servicing students at or below level 2. 	Small group	Saturday
	<ul style="list-style-type: none"> • Primary Breakfast Book Club: Grades 1 and 2 Intervention Program. Program designed to increase sight word recognition, improve fluency, and strengthen comprehension. 	2 students: 1 teacher	Extended day morning program
	<ul style="list-style-type: none"> • ELL Primary Breakfast Book Club Grade 1 Intervention Program. Program designed to increase sight word recognition, improve fluency, and strengthen comprehension. 	Small group	Extended day morning program
	<ul style="list-style-type: none"> • ELL Morning Program (Grades 2-5) Intervention Program. Program designed to support language acquisition, 	Small group	Extended day morning program

	improve fluency and strengthen writing and comprehension skills.		
Mathematics	<ul style="list-style-type: none"> • Saturday Academy Intervention Program servicing students at or below 2. • Voyager Learning VMath Interactive Math Program • Voyager Math – Grades 3, 4 and 5 Research-based program for math remediation. 	<p>Small group</p> <p>Individual, small group, whole class</p> <p>Individual, small group, whole class</p>	<p>Saturday</p> <p>During school, after school, extended day programs</p> <p>During school, after school, extended day programs</p>
Science	<ul style="list-style-type: none"> • Reading A-Z Comprehensive reading program. A resource reading program that provides instruction and resources in Science. • Achieve3000 Research-based and web-based individualized instruction program in nonfiction reading and writing on science topics. Also improves students' performance on high-stake tests. 	<p>Individual, small group, whole class</p> <p>Individual, small group, whole class</p>	<p>During school, after school, extended day programs</p> <p>During school, after school, extended day programs</p>
Social Studies	<ul style="list-style-type: none"> • Reading A-Z Comprehensive reading program. A resource reading program that provides instruction and resources in 	Individual, small group, whole class	During school, after school, extended day programs

	<p>Science.</p> <p>Achieve3000 Research-based and web-based individualized instruction program in nonfiction reading and writing on Social Studies topics. Also improves students' performance on high-stake tests.</p>	<p>Individual, small, whole class</p>	<p>During school, after school, extended day programs</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • At-risk Services provided by the Guidance Counselor: Plays games with problem solving outcomes. Meeting to set goals for parents, student and teacher collaboration. • At-risk Services provided by the School Psychologist: Meetings with teacher, student and parent to examine student needs and establish a plan. • At-risk Services provided by the Social Worker: Observing students in learning environment. Meeting with students and parents. • At-risk Health-related Services: Open Airways Program 6 weeks provided by DOE 	<p>One-to-one, small group</p> <p>One-to-one</p> <p>One-to-one</p> <p>Small group</p>	<p>During school</p> <p>During school</p> <p>During school</p> <p>During school</p>

	nurse.		
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**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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> ○ Administration staff attends hiring fairs to identify and recruit highly-qualified teachers when necessary. ○ The pupil personnel secretary will work closely with the network point to ensure that non-HQT meet all required documentation and assessment deadlines. ○ Mentors are assigned to support non-tenured teachers, when necessary. ○ Administration allocates funds to provide teachers with the resources and tools they need to support instructional excellence and to ensure students meet academic standards. ○ Administration purposefully plans opportunities to celebrate our staff and to acknowledge their dedication to our students and their commitment to academic excellence. ○ Administration allocates funds and time for teachers to participate in professional development. Teachers are encouraged to submit requests for both on-site and off-site professional development that meets their individual instructional needs, as well as school-wide academic initiatives.

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).
<p>Believing that high-quality teaching is the most powerful tool for helping all students reach the higher standards and expectations of the Common Core State Standards, professional development for the 2013-2014 school year has been developed and scheduled to meet this goal and the 2013-2014 Citywide Instructional Expectations.</p> <ul style="list-style-type: none"> ○ Beginning September 3rd, 2013, professional development was scheduled and given for teachers, principal, assistant principals, paraprofessionals and staff to strengthen school-wide understanding and implementation of the Common Core State Standards. Additionally, professional development was given on the Chancellor's Conference Day (November 5th, 2013 focusing on our shared understanding of instructional and learning excellence in literacy and mathematics, with an emphasis on the Common Core State Standards performance tasks in both subject areas. ○ Ongoing professional development at all weekly grade level planning supports our integration of the NYEngage modules with our integrated units of study. ○ Beginning September 4th, 2013, ongoing professional development has been scheduled focusing on the new system of teacher evaluation and development to ensure teachers' deep understanding of the components of Danielson's <i>Framework for Teaching</i>. ○ Teachers, principal, assistant principals, paraprofessionals and staff meet in grade-level and cross functional teams to discuss and determine professional needs. ○ Teachers complete professional development monthly surveys, identifying professional development needs and strengths. Differentiated professional development sessions and series (i.e. Lunch & Learns) are developed to support growth in effective teaching practice. ○ Professional development for teachers and paraprofessionals is provided to support curriculum and assessment revisions to engage all our students in rigorous tasks, embedded in well-crafted instructional units, and with appropriate supports. ○ Teachers work with the instructional assistant principal for literacy and the math coach to develop literacy and math tasks that promote academic rigor and strengthen students' higher order critical thinking skills. ○ Classroom inter-visitation. ○ Professional Development sessions support teachers, paraprofessionals, administration and staff with the implementation of measures of student learning.

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 <u>the intent and purpose</u> programs
--

whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- **Tax Levy funds support teaching staff, administrators and coach in professional development activities and the implementation of our action plan. Teacher support services are paid with Title I and Title IIA funds.**
 - **Fair Student Funding**
 - **Title IIA and Title I funds**
 - **Tax levy funds are used to purchase books, hardware and software to implement instructional programs.**
 - **Title I funds, Title IIA and Title III funds are used to support differentiated instruction school-wide for all students at risk.**
 - **Title I and Title III funds and Tax Levy funds support professional development opportunities for our staff. Professional Development will continue to be scheduled throughout the year for in-house and off-site training to meet the needs of the entire school community.**
- **Title I funds and Tax Levy funds are used for class trips that supplement student learning and our integrated units of study.**
- **Tax Levy funds support student council activities, sports programs, and after school clubs.**
- **Title I funds, Tax Levy funds and C4E support the After School Help program**
- **Title I funds, Tax Levy funds and C4E are allocated for pedagogical per session for all scheduled activities.**

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.).

- **P.S. 56 sends a letter to welcome parents and their kindergarten children to our school community when they register.**
- **For students from pre-kindergarten programs, records are exchanged, including immunizations, IEPs and ELL eligibility.**
- **A second letter is sent to advise parents that a summer take-home packet has been prepared for each student to complete during July and August to support kindergarten readiness.**
- **Get Acquainted meetings are scheduled within the first week of school to familiarize parents with their children's classrooms, teachers, administration and available programs, including the scheduled monthly professional development parent workshops in literacy and mathematics, as well as our Adult ESL program.**
- **A Parent handbook is given to every family.**

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 will meet in grade-level and cross functional teams to review, analyze and discuss student data gathered from periodic assessments, integrated units of study, baseline, midline and end-line writing pieces.**
- **During goal setting meetings with the administration, teachers will review, analyze and discuss student data gathered from periodic assessments, integrated units of study, baseline, midline and end-line writing pieces.**
- **Teachers periodically measure, record and share the effectiveness of the activity/strategy; and determine whether additional supports are needed.**
- **Teachers will meet in grade-level and cross functional teams to review, analyze and discuss student data of students at-risk that is gathered from periodic assessments, integrated units of study, baseline, midline and end-line writing pieces.**
- **During goal setting meetings with the administration, all teachers will review, analyze and discuss student data gathered from periodic assessments, integrated units of study, baseline, midline and end-line writing pieces. In addition, teachers identify students in Tiers 1, 2 or 3 and discuss interventions best suited for each student's needs.**
- **Teachers servicing students participating in the P.S. 56 Saturday Academy meet every Saturday to measure, record and share the effectiveness of the activity/strategy; and determine whether additional support is needed.**
- **Teachers servicing students at-risk periodically measure, record and share the effectiveness of the activity/strategy; and determine whether additional support is needed.**
- **Teachers will meet in grade-level and cross functional teams to discuss and determine professional development needs.**
- **Teachers will complete professional development surveys periodically throughout the school year.**
- **Teachers will meet in grade-level and cross functional teams to help develop student learning surveys.**
- **Teachers will work with the Assistant Principal in charge of literacy and Math coach to develop literacy and math tasks that promote academic rigor and strengthen students' higher order critical thinking skills.**

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.

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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 Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 10	Borough Bronx	School Number 056
School Name Norwood Heights School		

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 Priscilla Sheeran	Assistant Principal Maureen O'Neill; Mary Finn
Coach Daisy Melendez (math)	Coach Mary Finn (AP- literacy)
ESL Teacher Mary Beth Burns	Guidance Counselor Stacy Kuti
Teacher/Subject Area Tara Cushing/Art	Parent Carmen Lugo/ PA Co-President
Teacher/Subject Area E McGill/Conflict Resolution	Parent Coordinator Carmen Garcia
Related Service Provider Anna Moriarty/Speech	Other Melodie Mashel/Superintendent
Network Leader(Only if working with the LAP team) Maria Quail	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.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	665	Total number of ELLs	108	ELLs as share of total student population (%)	16.24%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	24	18	0	14	0	0								56
Pull-out	0	6	16	1	11	18								52
Total	24	24	16	15	11	18	0	108						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	108	Newcomers (ELLs receiving service 0-3 years)	79	ELL Students with Disabilities	24
SIFE	5	ELLs receiving service 4-6 years	28	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
Dual Language										0
ESL	79		12	28		11	1		1	108
Total	79	0	12	28	0	11	1	0	1	108

Number of ELLs who have an alternate placement paraprofessional: 6

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	18	9	9	8	11								68
Chinese		1												1
Russian														0
Bengali	8	3	6	2	3	6								28
Urdu				2										2
Arabic	2	1	1	1		1								6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1													1
Other		1		1										2
TOTAL	24	24	16	15	11	18	0	0	0	0	0	0	0	108

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)	24	6	5	3	4	5								47

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)		5	4	4	4	5								22
Advanced (A)		13	7	8	3	8								39
Total	24	24	16	15	11	18	0	0	0	0	0	0	0	108

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	0	0	0	9
4	11	8	0	0	19
5	8	4	0	1	13
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	6	0	4	0	1	0	0	0	11
4	8	0	4	0	8	0	0	0	20
5	8	0	4	0	4	0	0	0	16
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	8	0	4	0	20
8									0
NYSAA Bilingual (SWD)									0

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

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

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.
From the data gathered from ECLAS-2, DRA and NYS ELA and Math assessments, students' academic strengths and weaknesses in specific reading skills (phonemic awareness, decoding, reading comprehension skills etc.) and math skills are identified. Data used to evaluate student progress drives instruction and planning. Strategies are developed that will support students in the areas that are deficient. This data is also used to plan Academic Intervention Services for students. Response to Interventions are monitored and shared among service providers regularly to improve student performance. Students who perform higher on ECLAS-2 and on DRA have a stronger grasp of phonemic awareness, decoding and comprehension, and are prepared to achieve greater proficiency on the NYSESLAT.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns reveal that of the four modalities of reading, writing, listening and speaking, the students score higher in the listening and speaking than in reading and writing. Based on this analysis, students are supported in these areas and will read and write everyday. This data drives planning for extra services offered newcomers and longterm ELLs (i.e. Morning Program, Extended Day, After School Help Program). Students who perform higher on ECLAS-2 and on DRA, achieve greater proficiency on the NYSESLAT. Inversely, students on the low achieving level, are identified for interventions with specific prescriptions for learning and achievement.
Newcomers (non-English speaking students) are generally scoring at a Beginner level. Kindergarten Lab scores vary from Advanced to Beginner.
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](#))
Having analyzed the data available on the NYSED screen in early August, it was evidenced that all but two students made one level progress overall. A careful analysis of the four modalities of Reading, Writing, Listening and Speaking across proficiency levels and grades indicates that students score higher in the Listening and Speaking than in the Reading and Writing. Based on this analysis, students are offered support in these two areas and reading and writing instruction are imbedded in all lessons during school time and all supplemental programs (such as Saturday Academy and Morning programs). In keeping with the Annual Measurement of Achievement Objectives, we will regularly assess to ensure student progress.
Classroom teachers, ESL teachers, AIS teachers are involved in the process.
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?
 4. Our freestanding ESL Pull-Out Program:
 - a. All students are assessed in English. In the early grades, students perform better on the listening and speaking modalities in comparison to the reading and writing modalities. It takes an additional 1 to 2 years more for students to become proficient in reading and writing.
 - b. At this time, we are using the results of all periodic assessments taken by all our students, including ELLs, to determine student strengths and needs, along with the effectiveness of academic interventions. Our data inquiry team meets to analyze and discuss student assessment data and to develop individualized learning prescriptions for all our students, including ELLs.
 - c. We learn how much incremental progress each student is making, as is evidenced on these exams, as well as other researched-based assessments. This assessment data informs our planning and instruction.
Native Language is not used.
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](#).)
In the classroom, students are tiered for differentiated instruction based on the data.
In addition, based on the data ELLs receive supplemental services, such as Saturday Academy, Extended Day, and ELL Breakfast Club.
6. How do you make sure that a child's second language development is considered in instructional decisions?

By differentiation of instruction, teachers plan lessons based on the data and student needs. Vocabulary in each content area is introduced with definitions, examples, and use in context to build comprehension and acquisition of English language skills.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

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

Success is determined by student progress. Students' progress is assessed regularly within each academic trimester using DRA, midterm and final exams in all content areas, periodic assessments in ELA and Math, teacher observations, and all formative and summative in-class assessments. Flexible grouping allows students to be placed in appropriate instructional tiers based on their RTI (response to intervention), as needed.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Step 1: Administer the HLIS

Step 2: Conduct informal oral interview in parent's native language and English.

Step 3: Administer LAB-R within 10 days of student enrollment.

Step 4: All students who indicate on HLIS that Spanish is native language and did not pass LAB-R must take Spanish LAB-R.

Step 5: Parents are informed of program selections in English and native language before student is placed appropriately.

Names of pedagogues administering administering HLIS:

Mary Beth Burns

Translators: Ms. Garcia, Ms. Lopez, Ms. Ahmed

Names of pedagogues administering LAB-R:

Mary Beth Burns

Translators: Ms. Garcia, Ms. Lopez, Ms. Ahmed

A description of the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT):

The test coordinator provides a NYSESLAT eligibility list that comes from an eligibility report in ATS. An internal spreadsheet is used to track the administration of all 4 components.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Structures that are in place to ensure that parents understand the programs available for English Language Learners:

- * An orientation is scheduled at beginning of school year for ELL parents to understand ELL program choices.
- * Translators are on hand to assist.
- * Materials are provided in home language and English including a video, brochure, program selection form.
- * We only have freestanding ESL at our school. If parent chooses another program, we will help find a school that offers their choice.

All three programs are explained to the parents at school orientation. We explain that our school offers an ESL program as the majority of our parents opt for ESL, however the other programs (TBE and DL) are explained as options and if chosen by a parent would be sought at other schools that have those programs.

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](#)].)

All entitlement letters, parent surveys and program selection forms are explained at orientation. If the parent is not present, the entitlement letters, parent surveys and program selection forms are sent home with the student. The ESL teacher is available for meetings to explain options. All letters, surveys and forms are kept on file in the ESL room.

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.

Once parents are educated in their home language on the program models, they must select one. Placement letters are distributed to parents of ELLs. Copies are kept in binder located in ESL room, along with continued entitlement letters. If they choose to place child in an ESL program, the child begins to receive services. It is mandated that a beginner and intermediate receive 360 minutes a week, while an advanced receives 180 minutes per week. These levels are based on NYSESLAT and LAB-R scores. The ESL teacher works with the classroom teacher to schedule these times accordingly.

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.

The trend over the past few years is that parents choose the free standing ESL program that is available at P.S. 56. Parents choose the freestanding ESL program 100% of the time.

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. 

Yes, the program model offered at our school is aligned with parent requests. If parents request a bilingual or a dual language program, they will be directed to the website ELLProgramTranfers@schools.nyc.gov. Records are maintained of students whose parents request bilingual or dual language programs. If there are fifteen or more students with the same home language who request a bilingual program in the same or two contiguous grades, then our school will open a bilingual program.

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])?

Delivery of Instruction:

- a. There are three self-contained ESL classrooms with a certified ESL teacher in each grades K through 3. For the ESL students in grades 1 through 5 that are not in self-contained ESL classrooms, they participate in the ESL pull-out program. The pull-out ESL teacher scaffolds instruction according to students' assessed needs and in concert with classroom instruction using TPR, technology and other ESL techniques. Our organizational models include self-contained, push-in and pull-out models.
 - b. The classes are heterogeneously mixed by grade level.
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)?
 - . To ensure that ESL students are provided the mandated number of instructional minutes according to their proficiency level, there is a specific ESL instructional schedule.
 - * ELL students at Beginner and Intermediate levels receive 360 minutes of ESL instruction and 390 minutes of ELA instruction per week.
 - * ELL students at Advanced level receive 180 minutes of ESL instruction and 570 minutes of ELA instruction per week.
 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.

All ESL programs both the self-contained and pull-out program at P.S. 56 are guided by the N.Y.S. and N.Y.C. learning standards and the Chancellor's Balanced Literacy and Balanced Math program. Some of the components of the school wide balanced literacy program are Read Aloud, Shared Reading, Independent Reading, Writing Workshop, grade level content area instruction and materials. Content area is integrated into the reading and writing workshop which enables ESL students to make connections to their prior experiences and language is learned in a meaningful context. We use the SIOP model – (Sheltered Instruction Observation Protocol). Lesson plans include both content objectives as well as language objectives.

Our ESL teacher is actively involved in the development of our reading, writing, and integrated units of study. The pull-out ESL teacher (grades 1-5) works closely with the classroom teachers (both monolingual and self-contained ESL kindergarten and grades 1 and 3 teachers) determining learning goals based on the New York State Standards and grade level student performance indicators and competencies in ELA, Mathematics and all core subject areas, along with NYS ELL Standards and grade level student performance indicators and competencies. These teachers all meet once a week during a common planning time to discuss student assessments to differentiate and plan next teaching steps. Our ESL teacher helped developed and follows our integrated units of study curriculum for grades K through 5, which includes the science and social studies content areas.

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

The ELLs are evaluated in their native language by being administered the LAB-R in Spanish. If the native language is other than Spanish, we use available classroom resources, previous report cards, and translators to help determine students' academic abilities in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All students including ELLs are held accountable to the Common Core Learning Standards. Integrated units of study in literacy are implemented to teach and assess students in reading, writing, listening and speaking. Students also use rubrics to self-assess and monitor their own progress.
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).

Differentiated Instruction for our ELL Subgroups:

a. SIFE: Students with Interrupted Formal Education (SIFE) and long term ELLs are supported through our AIS and ESL modalities. All data available from each formal educational experience is accumulated. Students' current abilities and needs are assessed and additional supports are implemented accordingly. Each SIFE receives:

- ESL instruction according to NYSESLAT indicator
- AIS services supplement the mandated ESL instruction. This takes the form of various supplemental programs offered to each grade level i.e. Breakfast Club (Grade 1), ELL Breakfast Club Grades 2, 3, 4 and 5, ESL Saturday Academy and all Saturday Academy programs offered throughout the school year (grades 2 through 5), Kindergarten Academy, Kindergarten and Grade 1 small group pull-out AIS in reading and math, guided AIS push in reading, critical thinking and problem solving.

• ESL teacher and classroom teacher collaborate, and grade level curriculum is integrated with the ESL program. In order to meet students' needs, assessments will be ongoing throughout the school year.

b. ESL students in school for less than three years and our ELLs requiring ELA testing will receive all of the above supports.

c. ELLs receiving services for 4 to 6 years are considered at risk and receive additional academic services to supplement ESL instruction including, ELL Breakfast Club, ESL primary Breakfast Club, Extended Day program and Saturday Academy.

d. ELLs are supported with their mandated ESL service, as well as receiving AIS. They are also invited to participate in morning programs and Saturday programs that support language acquisition while integrating content areas. At this time, there are no longterm ELLs.

e. Students reaching proficiency on the NYSESLAT continue to receive support through ongoing monitoring of student assessment data and the opportunity to participate in all programs offered to all students, including ELLs, throughout the year. Former ELLs are given the mandated time and a half for testing. They are eligible for this accommodation for two years after passing the NYSESLAT.

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?

ELL students with special needs who have IEPs will receive differentiated instruction as indicated above based on student's IEP and collaborative planning meetings between ESL teacher and classroom teacher. Computer programs that are language-based are used to assist in learning.

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 ELL-SWDs are grouped with students who are the same language proficiency level. This is determined by the NYSESLAT scores as well as informal observations of the ELL-SWDs ability. The ELL-SWDs are serviced for ESL with their non-disabled grade level peers everyday.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

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

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

Native Language Usage and Supports

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



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.

Academic Intervention Services (AIS) provide differentiated instruction for ELLs during the Extended Day ELL Breakfast Club (Grade 2 – 5) which includes non-fiction materials and resources that integrate Social Studies and Science into the grade level ESL instruction, ESL Breakfast Book Club for Grade 1 students, Extended Day Afternoon Program and Saturday Academies. During the school day, differentiated instruction is provided through small group pull-out instruction, Achieve3000 nonfiction reading intervention program (reading selections are calibrated to each student's individual reading level, or 1:1 Great Leaps Program with AIS teachers in which several ELLs participate based on need. In addition, we are continuing to use the Award Reading Program and the Voyager Learning VMath online program (initiated last year). Students have at-home access to these online programs as well. Saturday Academies are offered in ELA and Math for all students in Grades 3, 4 and 5 and a NYSESLAT Saturday Academy for ELL students to strengthen their language skills and use of strategies in the context of the NYSESLAT exam. The New York State Mandated ESL/ELA allocated instruction time based on student proficiency level is part of the ELLs' daily instruction. ELLs are grouped homogeneously during ESL services. From the data gathered from ECLAS 2, DRA and NYS ELA and Math assessments, students' academic strengths and weaknesses in specific reading skills (phonemic awareness, decoding, reading comprehension skills etc.) and math skills are identified. Data used to evaluate student progress drives instruction and planning. Strategies are developed that will support students in the areas that are deficient. This data is also used to plan Academic Intervention Services for students. Response to Interventions are monitored and shared among service providers regularly to improve student performance.

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

Student data determines instructional program and interventions needed. Students are assessed regularly to determine progress and next steps. All data is recorded in a common database to ensure access by all providers, keeping all information current and instruction more effective.

11. What new programs or improvements will be considered for the upcoming school year?

TBD

12. What programs/services for ELLs will be discontinued and why?

None

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

All parents, including the parents of ELLs, receive notification and offering for their children to participate in all school programs. These notifications and invitations are in various languages to accommodate the language needs of our parents. All students, including ELLs, participate in academic programs, physical education programs and performing arts programs as part of our school curriculum, during the school day and in supplemental activities related to the school curriculum and extra-curriculum. As part of the school curriculum to support our integrated units of study, all students, including ELLs, participate in school trips. These trips are valuable primary source learning experiences from which all students (including ELLs) benefit greatly. Attendance records for extra-curricular activities evidence ELL student and parental participation in these programs.

b. We offer a Saturday Academy Program for ELLs taught by ESL certified teachers funded by Title III. Morning Programs for ELLs are funded through Contract for Excellence funds. However, we are a Conceptually Consolidated Funded school.

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

Classrooms are equipped with SMART boards, and all students (Grades 2-5) use technology as an integration tool in all content areas. All classrooms are equipped with a visual presenter (the ELMO) to support instruction and student learning and achievement). Scaffold-leveled tradebooks, classroom libraries, Junior Great Books, cassette tapes and videos are available school-wide, grades K through 5. Students in grades 3 through 5 have access to the Achieve3000 Reading program. In addition, the school purchased licenses (grades K through 5) to access the Voyager Learning Ticket to Read online reading program for the entire student body. Licenses were also purchased for teachers representing every grade level for access to the Reading a-z website for guided reading materials and assessment resources to support planning, instruction and student learning.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Since P.S. 56 does not have a bilingual or Native Language model of instruction, to support the Native Language of our ELLs, we offer a Hispanic Language and Culture Club and a Bengali Language and Culture Club to give our ELLs the opportunity to celebrate and appreciate their own language in all modalities, in addition to appreciating their own cultural heritage. Our Bilingual

Cultural Program culminates the year with a presentation of their learning for a public audience of family and friends.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Yes. All ELLs are grouped by grade/age and then by proficiency level. Beginners/Intermediates get 72 mins/day. Advanced get 36 mins/day. All materials and resources correspond to age-grade level curriculum, uncluding science and social studies content.

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.

P.S. 56 offers a summer program during the month of July which includes classes for our ELLs with instruction by our ESL teacher. In addition to the structured daily program, new arrivals throughout the school year receive additional support during extended day. Based on data and student needs, ELL Breakfast Club and Saturday Academy will be offered.

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.

1. All staff, including our principal, assistant principal, parent coordinator, and school secretaries participate in professional development which supports the needs of all students, including ELLs. Teachers continue to deepen and strengthen their ability to analyze student data to differentiate instruction and maximize student learning and student achievement. Secretaries attend meetings provided by the network and Central to ensure proper processing. We held two full day professional development training sessions (September 3rd and November 5th, 2013) for all staff on the Common Core State Standards in ELA and Mathematics, aligned with Social Studies and Science, to support all students (including ELLs) in reading, writing, listening and speaking. Teachers and staff participate in ongoing professional development (Achieve3000 Reading Program - November 4th, 2013) provided by contracted agents to improve teachers' proficiency using technology and to maximize effective implementation of all technology and interactive internet programs used to enhance and support all students' (including ELLs) learning (i.e. improved reading comprehension).

2. All teachers, including teachers of ELLs, participate in professional development on the three full chancellors' professional development days, as well as common planning time each week to discuss development of integrated units of study aligned with the common core. All teachers of ELLs who also participate in supplemental programs, such as Saturday Academy and ELL Breakfast Club, receive professional development to support implementation of instruction.

3. Additional planning time is provided for all staff working with and/or servicing all our grade 5 students, including ELLs, articulating to Middle School. Key staff members (parent coordinator and grade 5 counselor) are responsible for providing ongoing support and information regarding Middle School choices and program opportunities.

4. Throughout the school year, our ESL teacher (Ms. Mary Beth Burns) is part of providing professional development to expand teachers' knowledge of methodologies for working with ELLs and supports the fulfillment of the required ELL training for all staff, as per Jose P. Our professional development training in the Common Core State Standards also supports this requirement. Presentations regarding total physical response, differentiated instruction using various modalities are included. Attendance and agendas evidence this. Professional Development records and sign-in sheets are kept in the school's P.D. binder which is located in the administration's office. In addition, teachers' records of courses taken outside of school are noted as per their transcripts. Also, several teachers have previously completed 7.5 hours (10 hours for Special Education) of ELL instruction which is noted in their files.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents participate in all aspects of their children's education here at P.S. 56, including parent-teacher conferences two times a year, parent workshops in literacy and math, author celebrations, class trips, concerts, presentations, award ceremonies, academic competitions etc. Translators for Bengali and Spanish speaking parents are on-hand, as these are the dominant home languages spoken in our school. The Translation and Interpretation Unit is used if no translation is available.
 2. Yes - CPR training, Gang Awareness, Internet Safety, Bronx Lebanon Dental are some of the programs, workshops or services provided that are presented in partnership with CBOs to support all parents, including parents of ELLs. Translators for Bengali and Spanish speaking parents are on-hand, as these are the dominant home languages spoken in our school. The Translation and Interpretation Unit is used if no translation is available.
 3. Parent Surveys, the school's annual Learning Survey, PA meetings and School Leadership Team meetings are means of obtaining data on parents' needs. The Parent Coordinator and the Administration participate in PA meetings and School Leadership meetings and review the Parent Surveys to determine the needs of parents. Workshops are scheduled to address the needs identified in the surveys. The Parent Coordinator seeks resources for workshops pertinent to identified parent needs, outside academic areas (i.e. gang awareness, internet safety, CPR). Translators for Bengali and Spanish speaking parents are on-hand, as these are the dominant home languages spoken in our school. The Translation and Interpretation Unit is used if no translation is available.
 4. We have a weekly opportunity for all parents to bring their children to our school library to select books for themselves or for their children. Monthly literacy and math workshops focus on student learning and providing parents with the strategies they need to support their children academically. An Adult ESL program is offered 2 evenings weekly in Level 1 and Level 2 English. This program is conducted from October to April to instruct parents of our ELL students so they become role models and enable them to be active participants in their children's learning. Parents are instructed through classroom instruction and use of a CD program in which technology is integrated.
Translators for Bengali and Spanish speaking parents are on-hand, as these are the dominant home languages spoken in our school. The Translation and Interpretation Unit is used if no translation is available.

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.

Part VI: LAP Assurances

School Name: Norwood Heights School

School DBN: 10X056

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Priscilla Sheeran	Principal		1/1/01
Maureen O'Neill	Assistant Principal		1/1/01
Carmen Garcia	Parent Coordinator		1/1/01
Mary Beth Burns	ESL Teacher		1/1/01
Carmen Lugo/PA Co-President	Parent		1/1/01
Tara Cushing/Art	Teacher/Subject Area		1/1/01
E McGill/Conflict Resolution	Teacher/Subject Area		1/1/01
Mary Finn (Literacy AP)	Coach		1/1/01
Daisy Melendez (Math)	Coach		1/1/01
Stacy Kuti	Guidance Counselor		1/1/01
Maria Quail	Network Leader		1/1/01
Melodie Mashel	Other <u>Superintendent</u>		1/1/01
Anna Moriarty	Other <u>Speech</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X056 School Name: Norwood Heights School

Cluster: 1 Network: CFN109

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

Part A: Needs Assessment Findings

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

Home Language Surveys are the first source of information about each parent's predominant language. That information is entered into ATS. In addition, our Emergency Cards (Blue Cards) completed at time of student registration indicate parents' preferred languages which are entered into ATS. We access ATS periodically to attain print-outs of languages spoken at home. This supports our efforts to accommodate our parents in their preferred home language. The predominant language in our school is Spanish, followed by Bengali. In order to accommodate translations in Spanish and Bengali, a staff member will translate letters for parents as well as acting as translator during meetings with principal or teachers. Spanish and Bengali speaking staff are always on hand as interpreters during Parent Teacher Conferences, Parent Association meetings and workshops. Written communications are translated by teachers proficient in each language. We also utilize the DOE language translation resources.

Written translations into Bengali and Spanish have been provided by teachers of our adult education program and our elementary school program.

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.

The predominant language in our school is Spanish, followed by Bengali. Based on the information in ATS (as stated in Part A: #1), translations are provided for written and oral communications by the NYC DOE Translation and Interpretation Unit and/or staff members. Written translations into Bengali and Spanish have also been provided by teachers of our Adult Education Program and our Elementary School program. Other parents also support non-English speaking parents regarding notifications that are sent to parents regarding student performances, AIS offerings and expectations for parent participation. All major findings and needs are reported and discussed at School leadership meetings and supports for parents are noted and updated in our CEP each year.

Part B: Strategies and Activities

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

Written translations are obtained from multiple sources. The NYCDOE website is used to access parent notices(in needed languages) that are generic in nature to all parents of students in NYCDOE public schools, including Parents Bill of Rights and Responsibilities, Promotion In Doubt Notices, Summer School and other forms. For those notices and requests specific to P.S. 56 parents, staff members and translation units translate into parent preferred languages. Knowing the sources available and the timeframe required to request and obtain translated documents allows us to schedule translation services accordingly.

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.

Translators will be solicited for parent-teacher conferences from staff first, parents second, and if not available, a translating service. 97% of our oral translation needs are met in this manner. For those parents of other languages, the Translation Unit provides phone interpretations.

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>.

P.S. 56 will utilize the translation services offered through the Central Office when time provides. On other occasions, staff and parents will be utilized in order to fulfill Section VII of Chancellor's Regulations A-663.

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Norwood Heights School	DBN: 10X056
Cluster Leader: Douglas Knecht	Network Leader: Maria Quail
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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 70 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: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 0

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: A.M. Program Mon-Fri, 7:45-8:15 a.m., October 15th, 2012-May 31st, 2013. One teacher works with 18 grade two students in English language acquisition using Reading a-z and Award Reading program by an ESL State certified teacher. Our Saturday Academy Program 10/13/12 through 4/20/13, 9 a.m. to 12 noon, serves 50 students grades 3, 4 and 5 to support English language acquisition (decoding, fluency and comprehension skills in content areas and mathematics) by three ESL State certified teachers. In addition to using Reading a-z and the Award Reading program, the Achieve3000, an interactive reading program, is also used. These programs are scaffolded for students' entry point. Each program addresses language acquisition through vocabulary building and comprehension which also improves fluency. Reading a-z, Achieve3000 and the Award reading programs have built-in assessment tools to monitor each student's ongoing progress and needs. Both our Morning and Saturday programs are conducted in English.

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: Professional development is provided by administration (Mrs. Sheeran, Ms. O'Neill and Mrs. Finn) to ensure that instruction and services for ELLs is exemplar. Ms. Caceres, Ms. Burns, Ms. Santana and Ms. Ahmed receive ongoing professional development, which includes initial training and planning for teaching and assessment of students on each level. For the ESL Morning program, the teacher met with administration the week of October 8th (10th, 11th and 12th) from 7:45 to 8:15 a.m., in addition the teacher will participate in P.D. with administration in November, during the week of November 5th, and will meet again the week of March 5th for P.D. For the Saturday Academy, PD is scheduled a minimum of 4 times a year for assessment of students and planning for differentiated instruction. PD for the Saturday Program is scheduled every week from 12 to 12:30 p.m. and is provided by the administration and ESL coordinator, Ms. Burns. P.D. topics for both programs include, but is not limited to, differentiated instruction, technology in the classroom, using student data.

Part D: Parental Engagement Activities

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: To support higher achievement for ELLs, there is adult ESL instruction on Tuesday and Thursday evenings from 5:30 to 8 p.m. beginning November 27th, 2012 through May 23rd, 2013 serving approximately 40 parents. Letters are distributed to all parents within the school community in Bengali and Spanish inviting them to participate in this program. Parents are advised that a pre and post assessment to identify level of instruction will be administered. Mr. Saleem Ahmed will be the adult education instructor. Ms. Grecia Marcano assists in this program. Technology and textbook are the teaching tools used. This parental engagement activity is not funded through Title III funds. It is funded through other sources.

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 fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

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.
Travel		
Other		
TOTAL		