

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

10X056

School Name:

P.S. 56 THE NORWOOD HEIGHTS SCHOOL

Principal:

PRISCILLA M. SHEERAN

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 10X056
School Type: Community Grades Served: K - 5
School Address: 3177 Webster Avenue
Phone Number: 718-696-6430 Fax: 718-696-6437
School Contact Person: Priscilla M. Sheeran Email Address: psheera@schools.nyc.gov
Principal: Priscilla M. Sheeran
UFT Chapter Leader: Nazia Ahmed
Parents' Association President: Drupatie Ganpat
SLT Chairperson: Priscilla M. Sheeran
Student Representative(s): _____

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza Bronx New York 10458
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Groll
Network Number: CFN109 Network Leader: Maria Quail

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Priscilla M. Sheeran	*Principal or Designee	
Nazia Ahmed	*UFT Chapter Leader or Designee	
Drupatie Ganpat	*PA/PTA President or Designated Co-President	
Mary Ramirez	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maureen O'Neill	Assistant Principal	
Elizabeth McGill	Respect For All	
Mary Finn	Assistant Principal	
Isabel Mier	PA	
Ramuna Roopnarain	PA	
Mst Sanjida Sadat	PA	
Shamina Syeda	Title 1 Parent Representative	
Maribel Morejon	*PA/PTA President or Designated Co-President	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
9. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 56 – The Norwood Heights School is an elementary school grades K through 5 with 665 students presently enrolled of which 81% are Title 1 eligible. Our rich diversity is represented by 25% Asian, 8% Black, 58% Hispanic, and 8% White students. This is inclusive of 16% English Language Learners and 18% students with IEPs.

As a school community, we are guided by our belief that we must all strive to be better than our last best. Reviewing historical data on a continuum informs the planning and development of goals to establish higher expectations for teacher capacity and student outcomes. This includes school staff, parents and students.

During the first 3 days of school, all students discuss and establish their learning goals for the current school year. Students and teachers chart criteria and create the appropriate rubrics to measure students' level of proficiency on tasks which may include independent reading, homework, writing, behavior, listening, , accountable talk, unit of study task completion, competitions.

Since 2009, students in grades 3, 4 and 5 have participated in the interactive reading comprehension program Achieve3000. This program is aligned with the CCLS, and college and career readiness is embedded in the analysis of student data. The program differentiates for a range of reading levels, but maintains grade level non-fiction content. The program reflects instructional shifts in learning each year and is available to parents. Workshops are given to parents to support their children's participation in this program. The program is accessible to children both at home and in school, including weekends and summer months.

Recognizing the vital role all parents play in their children's academic success and socio-emotional growth, and the important home-school connection that ensures we are a culture of high expectations, parents are recognized at the end of every school year. All parents whose children 90% of the time are in school, on time, in uniform, homework done and have met the 50 books read school standard are celebrated at an assembly in June. Recognition includes a reception and the presentation of certificates and personalized pens.

Competitions are scheduled throughout the school year and offer students a variety of opportunities to grow as learners while building self-esteem and confidence, and strengthening their reading, writing, listening and speaking skills.

We are committed to meeting the physical, emotional and social needs of every child, as well as ensuring their academic growth and achievement. Our partnership with the New York Road Runners organization and our participation in their Mighty Milers program supports the physical development of our students and a lifelong commitment to daily exercise. Our club programs also provide opportunities for our students to explore areas of interest that contribute to the development of the whole child, which is our mission.

Through our partnership with the Metropolitan Opera Guild and the Bronx Arts Ensemble, our students are afforded the opportunity to participate in high level music programs (vocal and instrumental) and gain an appreciation and understanding of the performing arts.

- Supports for teachers include ongoing actionable professional learning.
- Partnerships with families include parent teacher conferences, open school nights, parent workshops given by staff, PA and parent coordinator, adult ESL classes, and student council sponsored Family Bingo and Family Movie nights, and invitations to be part of class trips, competitions and student performing arts presentations.
- Achieve3000 provides periodic feedback to students, teachers and parents regarding students' reading progress towards college and career readiness.

Impact of this work, thus far:

The 2013-2014 NYC School Survey evidence:

- 96% of our teachers and parents are satisfied with the high expectations of our Instructional Core.
- 94% of our teachers and parents are satisfied with our systems for student improvement.
- 93% of our teachers and parents are satisfied with the nature of our school culture.

This evidence indicates the positive impact of our work to date.

As a school community, P.S. 56 has honed in on Danielson's Framework for teaching Domain 3, specifically 3b (using questioning and discussion techniques) and 3c (engaging students in learning). During Professional Learning Community time on Mondays, we have used the book *Making Thinking Visible* by Ron Ritchhart to support our learning. The outcomes thus far are – we have identified seven key open-ended questions, which are used school-wide, across all grades. In addition, we have learned teaching routines that engage students with increased rigor and make their thinking visible. The impact of this work is evident in the student participation in class discussions and questioning, and the outcomes of learning activities using these routines.

All pedagogues access student soft and hard data. During the first 25 days of school, historical data, including formative and summative assessments, are compared to students' baseline assessments for the new school year. This analysis is used to establish a tier level and appropriate academic and socio-emotional supports needed and a plan of instruction for each student. Through goal setting meetings, grade level planning meetings and parent-teacher meetings, pedagogues establish the best practices and differentiated instruction for multiple entry points that address students' learning strengths and needs. Academic interventions supplement school instruction, as needed. They include Saturday Academy Program Grades 3, 4 and 5 (first six Saturday sessions are designed for SWDs and ELLs only); After School Homework Help Program Grades K -5; Breakfast Book Club Grades 2 and 3; Morning ESL Program Grades 2 -5, Academic Tutorial Time Grades 1 – 5. Short term goals are set and students are assessed regularly to measure progress and to adjust supports given.

- Our P.S. 56 2013-2014 School Quality Snapshot indicated that all students, including the lowest performing students, showed excellent improvement on the NYS English and the NYS Math tests.
- Our P.S. 56 2013-2014 School Quality Snapshot indicated that 38% of our students met State standards on the State English test, as compared to the City average 30% and the District average 18%, and 53% of our students met State math test standards, as compared to City average 39% and the District average 26%.
- Our P.S. 56 2013-2014 School Quality Snapshot indicated that our English Language Learners, Students with Special Needs and our Lowest Performing Students made excellent improvement by student group in closing the achievement gap in both the State English and State math tests compared to other students who scored at the same level last year.
- Preliminary results of our 2014-2015 Quality Review reflect that P.S. 56 is well-developed for all indicators rated.
- To date, the impact has been positive student engagement, with increased instructional time. Academic progress will continuously be measured within specified time frames.

Throughout our most recent move to our temporary school plant location, the dedication and love of the entire P.S. 56 school community to the children we serve and our school-wide commitment to academic excellence were never compromised. We continue to remain true to our mission to educate the whole child, regardless of the challenges that may be present. It is our goal that every child attending P.S. 56 feels well-known and respected by our staff. Our data has a face – the faces of our students. With the continued strong home-school connection, these faces will be both college and career ready.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Recognizing that academic excellence is a moving target, improving student performance in order to meet rising NYS effective Annual Measurable Objectives, as well as the 2014-2015 Citywide Instructional Expectations remains a school-wide priority.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 1: By June 2015, 100% of our teachers (grades K through 5) will continue to use data-based analysis as well as student conferences and family communication to ensure knowledge of students and their work, and use this knowledge to drive planning and 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).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust 			
Professional Development: Professional Development will be provided on the following topics: data-based analysis, 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.	All students K – 5, including ELLs and SWD	September 2014 through June 2015	Administration, Staff Developers, Intervention Specialist and Data Specialist
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.	All students K – 5, including ELLs and SWD	September 2014 through June 2015	Administration, Staff Developers, Intervention Specialist and Data Specialist

<p>Teacher-developed grade wide exams using 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 and Science in grades 2 through 5. This assessment data will also continue to drive future planning and instruction.</p>	<p>All students grades 2 – 5, including ELLs and SWD</p>	<p>September 2014 through June 2015</p>	<p>Administration, Staff Developers, Intervention Specialist and Data Specialist</p>
<p>TRUST:</p> <ul style="list-style-type: none"> ○ Our assistant principal in charge of literacy and our math coach 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 and weekly Parent Engagement Activities time. 			

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ol style="list-style-type: none"> 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. 3. 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 Learning Standards. The data specialist will create scantrons and input all student data.

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p></p>									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

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 exams.
4. Midline writing and math assessments will be administered school-wide to measure and monitor student growth

Part 6b. Complete in **February 2015**.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 2: By June 2015, through school-wide differentiated instruction focused on the academic progress of the individual child that meets the Common Core Standards’ expectation that students are critical thinkers capable of successfully reading complex text, 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 as compared to achievement by students on the 2014 NYS ELA assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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), 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).	All students K – 5, including ELLs and SWD	September 2014 through June 2015	Administration, Classroom Teachers, Service Providers, Staff Developers, Intervention Specialists, and Data Specialist
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	All students K – 5, including	September 2014 through	Administration, Staff Developers and Data Specialist

<p>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.</p>	<p>ELLs and SWD</p>	<p>June 2015</p>	
<p>Saturday Academy Program addresses students' individual learning needs, while utilizing student assessment data to provide differentiated small group instruction each week.</p>	<p>Students in grades 3, 4, and 5, including ELLs and SWD</p>	<p>October 2014 through June 2015</p>	<p>Administration, Classroom Teachers, Service Providers, Staff Developers, Intervention Specialists, and Data Specialist</p>
<p>Ongoing professional development for general education teachers, self-contained special education teachers, special education service providers, and Intervention Specialists that includes a focus on 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.</p>	<p>All pedagogy</p>	<p>September 2014 through June 2015</p>	<p>Administration, Staff Developers and Data Specialist</p>
<p>TRUST:</p> <ul style="list-style-type: none"> ○ Our assistant principal in charge of literacy and our math coach will continue to facilitate monthly 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. ○ Communication regarding student data will continue to be shared with parents on a regular basis. Parent Engagement Activities on every Tuesday, student progress reports and report cards, and Parent-Teacher Conferences are valuable opportunities to strengthen the home-school connection which supports the growth and achievement of every child. 			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
4. Specify a timeframe for mid-point progress monitoring activities.

1. Rtl is measured every 10th day of instruction to assess progress, lack thereof, and next steps.
2. Communication of students' progress, needs and next steps to all stakeholders will enable successful Rtl.
3. Frequent ongoing assessment to show growth in each content area.
4. Student stamina will increase and improve student performance in classroom instruction.
5. 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.

Part 6b. Complete in **February 2015.**

5. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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6. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 3: Through collaborative professional learning and using a common language among the entire school community, we will continue to improve teacher practice, student achievement and increase rigor in instruction as measured by observable student to student learning, engagement and self-assessment rubrics and teacher rated rigor in instruction (Danielson’s Framework for Teaching).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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.	Teachers	September 2014 through June 2015	Administration, all teachers (classroom, cluster and staff developer) mandated for an Initial Planning Conference.
Continue to provide professional development for teachers and parents to support curriculum and assessment revisions which engage all of our students in rigorous tasks and higher order critical thinking	Pedagogy and parents of students	September 2014 through	Administration, PLC team, Staff developer, Data

discussions, embedded in well-crafted instructional units and with appropriate supports. As a school community, P.S. 56 has honed in on Danielson’s Framework for teaching Domain 3, specifically 3b (using questioning and discussion techniques) and 3c (engaging students in learning). During Professional Learning Community time on Mondays, we have used the book Making Thinking Visible by Ron Ritchhart to support our learning. The outcomes thus far are – we have identified seven key open-ended questions, which are used school-wide, across all grades. In addition, we have learned teaching routines that engage students with increased rigor and make their thinking visible. Cognizant that parents are the first teachers of their children and valuable members of our learning community, staff will turn-key visible thinking strategies at parent workshops.		June 2015	Specialist and all staff
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.	Teachers	October 2014 through June 2015	Administration and all teachers (classroom, cluster and staff developer)
Throughout the school year, students in grades 2, 3, 4 and 5 will periodically complete surveys to evaluate effectiveness of instruction and their own performance.	Students and teachers in grades 3, 4 and 5	November 2014 through June 2015	Administration, teachers, Intervention Specialists and Staff Developer
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.	Students in grades 3, 4, and 5	October 2014 through June 2015	Administration, teachers, Intervention Specialists and Staff Developer
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.	Students in grades K through 5	September 2014 through June 2015	Administration, staff developers and teachers
TRUST: <ul style="list-style-type: none"> ○ 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. ○ Parents are systemically invited to all events – academic and social (e.g. performing arts events, competitions and author celebrations). 			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. The completed Initial Planning and Goal Setting Conference template, Mid-year Goal Setting and Teacher Survey template, and collected student data.
2. Scheduled professional development on Chancellor’s Days and the weekly Professional Learning Community time.

3. The Professional Learning Community team, which meets every Wednesday.
4. 70 copies of Making Thinking Visible by Ron Ritchhart for all teachers, administrators and paraprofessionals.
5. The Danielson’s 2013 Rubric and the Advance Web Application support the teacher evaluation system and promotes highly effective teaching practice.
6. Student input will be systematically collected to help drive planning and instruction, along with students’ next learning steps.
7. 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.
8. 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.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

1. Goal Setting and Teacher Survey template provides opportunity twice a year (October and January) 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.

Part 6b. Complete in **February 2015.**

9. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 4: *To ensure school-wide knowledge of the social-emotional development of every student we will 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 as measured by student self-assessment rubrics, learning surveys, performance and feedback on student reflections.*

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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.	Students K through 5	October 2014 through June 2015	Administration, classroom teachers, teachers participating in the P.S. 56 After School Help Program.
Adult education classes in ESL, supported by technology, will continue to give parents the opportunity to enhance their own learning and in turn support their children’s academic development.	Adults with ESL needs	December 2014 through 2015	Administration, Parent Coordinator and teachers participating in the

			program.
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.	Students K through 5	September 2014 through June 2015	Administration, teachers participating in the programs, program facilitators.
NYRR’s Mighty Milers program, 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.	Students K through 5	September 2014 through June 2015	Administration, teachers participating in the programs, program facilitators.
TRUST: <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. 			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> 1. Teachers, student assigned homework, and student planner will be tools and resources needed and used. 2. 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. 3. 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. 4. 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.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> 11. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 12. Specify a timeframe for mid-point progress monitoring activities.

1. 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.
2. Teachers will administer pre and post assessments to set learning goals, to assess individual progress, and to assess the effectiveness of the program.
3. Culminating events in choral, instrumental and drama performances will demonstrate students' appreciation and acquired abilities in the performing arts.
4. 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.

Part 6b. Complete in February 2015.

13.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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14. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Every child should become a vibrant member of the school community, as well as the community at large to ensure a meaningful life and good citizenship.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal 5: *By June 2015, every child attending our school will be known well by at least one staff member, and that staff member will be able to articulate the student’s development as a learner and as a member of the community so every student will become successful as a learner, a productive member of the school community, and college and career ready as measured by teacher created progress reports, report cards, student reflections and surveys and parent responses on annual Learning Surveys.*

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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 stakeholders, 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	All students grades K through 5, including ELLs and SWD	September 2014 through June 2015	All staff in the P.S. 56 community

important student data and allows ongoing communication with administrators, classroom teachers, parents and students.			
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.	Students in grades 3, 4, and 5	October 2014 through June 2015	Administration, teachers, Intervention Specialists and Staff Developer
NYRR's Mighty Milers program, 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.	All students grades K through 5, including ELLs and SWD	September 2014 through June 2015	All staff in the P.S. 56 community
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.	All students grades K through 5, including ELLs and SWD	September 2014 through June 2015	Administration, teachers, Intervention Specialists and Staff Developer

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> 1. Student input will be systematically collected to help drive planning and instruction, along with students' next learning steps. 2. 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. 3. 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.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
16. Specify a timeframe for mid-point progress monitoring activities.				
<ol style="list-style-type: none"> 1. Problem and project-based student work will be compared with students' assessment of their learning. 2. The rubrics developed for each competition will be used to evaluate both student intellectual growth and confidence. 3. 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. 				
Part 6b. Complete in February 2015.				
17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No

18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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		<p>technology and print program designed to accelerate literacy achievement grades K – 3.</p> <ul style="list-style-type: none"> • AWARD Reading Program (Grades K-3) - Research-based reading program. • Reading A-Z Comprehensive Reading Program. A reading program that provides instruction and resources. • Saturday Academy (Grades 3-5) - Intervention Program servicing students at or below level 2. • Primary Breakfast Book Club: Grades 2 and 3 Program. Intervention program designed to increase sight word recognition, improve fluency, and strengthen comprehension. • ELL Primary 	<p>Individual, small group, whole class</p> <p>Individual, small group, whole class</p> <p>Small group</p> <p>2 students: 1 teacher</p>	<p>During the school day, extended day programs</p> <p>During the school day, after school hours, extended day morning programs</p> <p>Saturday</p> <p>Extended day morning program</p>
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	meetings, grade level planning meetings and parent-teacher meetings, pedagogues establish the best practices and differentiated instruction for multiple entry points that address students' learning strengths and needs.			
Science	All pedagogues access student soft and hard data. During the first 25 days of school, historical data, including formative and summative assessments, are compared to students' baseline assessments for the new school year. This analysis is used to establish a tier level and appropriate academic and socio-emotional supports needed and a plan of instruction for each student. Through goal setting meetings, grade level planning meetings and parent-teacher meetings, pedagogues establish the best practices and differentiated instruction for multiple entry points that address students' learning strengths and needs.	<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. 	Individual, small group, whole class Individual, small, whole class	During school, after school, extended day programs During school, after school, extended day programs
Social Studies	All pedagogues access student soft and hard data. During the first 25 days of school, historical data, including formative	<ul style="list-style-type: none"> • Achieve3000 - Research-based and web- based individualized instruction program in nonfiction 	Individual, small, whole class	During school, after school, extended day programs

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. 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.

- 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.

2b. 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).

In order to ensure the effectiveness of teacher teams and professional collaborations, three things are essential for teachers to have:

1. Time to meet, observe, plan, implement, assess
 2. Tools – provide the resources teachers need to be effective.
 3. Talent (Professional Learning Opportunities) – provide learning opportunities that continue to build collegiality, collaboration and a community of interdependence.
- All our teachers, paraprofessionals and administrative staff are engaged in inquiry-based professional collaborations that examine the key elements of visible thinking. Through shared classroom practice via video clips during weekly professional learning and inter-classroom visitations, we are strengthening teacher instructional capacity to promote rigor and higher order thinking through discussions and questioning.
 - PLC team, SLT, Grade level teams, literacy and math coach team and administrative cabinet are structures that support the distribution of leadership.
 - As a school community, P.S. 56 has honed in on Danielson's Framework for teaching Domain 3, specifically 3b (using questioning and discussion techniques) and 3c (engaging students in learning).

Impact of this work, thus far:

- Our teacher teams and professional collaborations have directly impacted student learning by heightening academic rigor, the inclusion of questioning and discussion techniques with all students across the grades K - 5 (including SWD and ELLs), while strengthening higher order critical thinking skills. This is evident in students' work – class discussions, completed tasks and writing.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

- Preschool programs are invited to tour kindergarten classes.
- Administration presents information at preschool parent meetings to give an overview of our kindergarten program and curriculum..
- Summer packets are distributed to all incoming kindergarten children to support their transition.
- Our school psychologist conducts the evaluations for all Turning 5 students.
- Our SBST meets with parents of incoming kindergarten children who have been evaluated to discuss program recommendations.

4b. 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.**

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$541,518	X	pp. 9 - 22
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$157,905	X	pp. 9 - 17
Title III, Part A	Federal	\$12,824	X	pp. 12 – 14, pp. 18 - 20
Title III, Immigrant	Federal	\$1,464	X	pp. 12 – 14, pp. 18 - 20
Tax Levy (FSF)	Local	\$3,243,567	X	pp. 9 - 22

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

12. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
13. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

14. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
15. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
16. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
17. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
18. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
19. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

20. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
21. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
22. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
23. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

P.S. 56 Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[P.S. 56, The Norwood Heights 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 the school and the families. The 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 the school community. **[P.S. 56, The Norwood Heights 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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

P.S. 56 School-Parent Compact (SPC)

[P.S. 56, The Norwood Heights School], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	79		12	28		11	1		1	108

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	79	0	12	28	0	11	1	0	1	108
Number of ELLs who have an alternate placement paraprofessional: <u>6</u>										

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													

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	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	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
Intermediate(I)		5	4	4	4	5								22
Advanced (A)		13	7	8	3	8								39
Total	24	24	16	15	11	18	0	108						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	0	0	0	0	0	0							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 parent 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. **①**

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.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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 

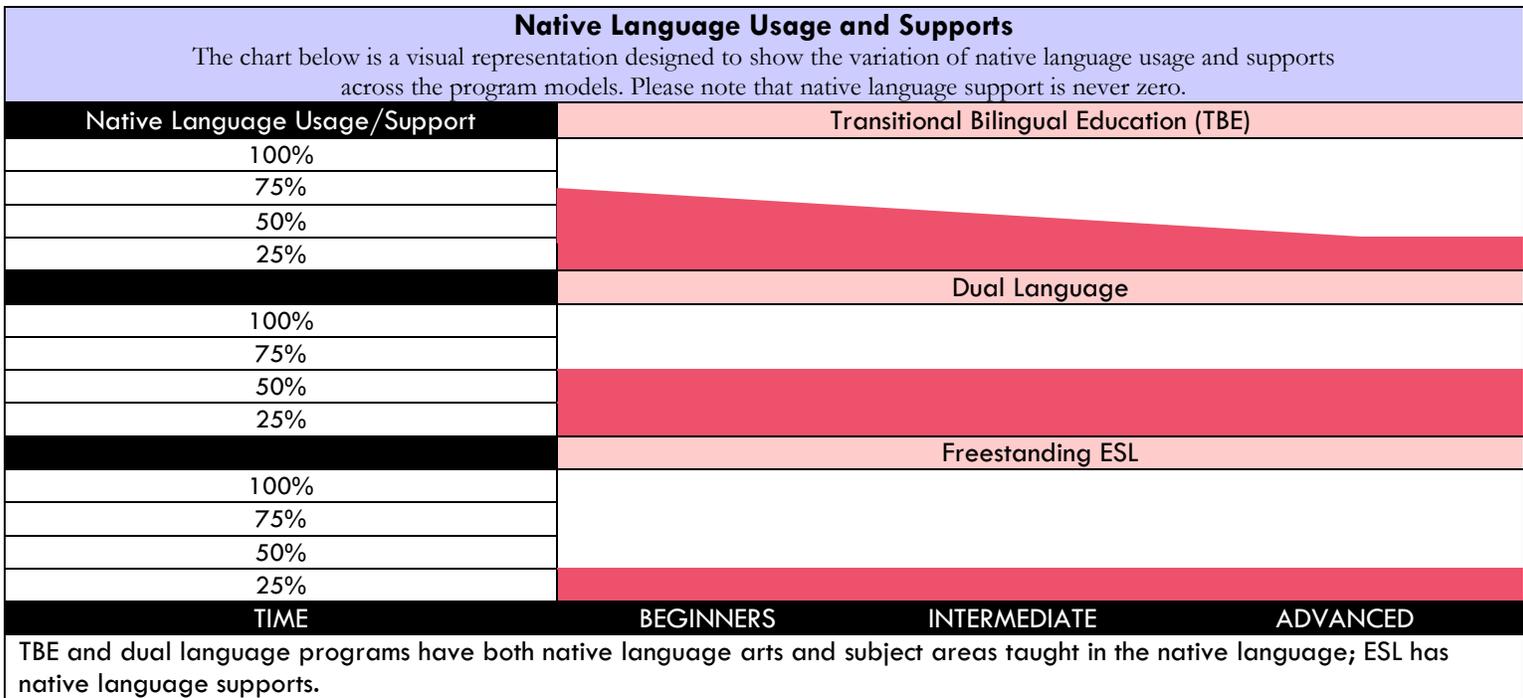
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			

	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



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, including 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:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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 [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Norwood Heights School	DBN: 10x056
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 110
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: Direct instruction supplemental programs are based on student need. This is driven by NYSESLAT results. Our Saturday Academy for grades 3, 4, & 5 is for the ELLs and their language proficiency. Saturday Academy for ELLs runs October to December. Student instruction is from 8:30 A.M. to 12:00 P.M. The ELLs are grouped homogenously based on their levels. All instruction is in English and provided by 4 certified ESL teachers. Materials that are used include Side by Side books, Phonics and Word Study, Vocabulary Links, and Reading A-Z. Students practice conversational language in everyday situations using Side by Side text. Instructional texts, Phonics and Word Study, Vocabulary Links and Reading A-Z are used to increase vocabulary, comprehension and fluency using reading and writing activities.

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: Our school's professional development is to help staff support our ELLs in English. ESL professional developments take place after Saturday Academy for 30 minutes to discuss best practices for instructing ELLs using professional articles, including "Setting ELLs Up for Success" by Kathy Checkley. These professional development sessions provide training to impact teacher performance. The professional developments are well planned and chaired by ESL teachers Burns, Ahmed, Santana, and Ramirez on a rotating basis. In addition, our ESL teachers will participate in PD chaired by our technology coordinator one hour each month December through May in the use of the Imagine Learning Program for Interactive Literacy, particularly for our ELL population.

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

Part D: Parental Engagement Activities

Begin description here: Parental engagement activities are to provide opportunities for family engagement to support their children with a curriculum focus. Our school provides an Adult ESL Program that runs December to June one night a week for two hours a night. We have appropriate translation services with Spanish and Bengali staff on hand. Parents are notified of these activities via school letters that are sent home in both English and native language.

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)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____