

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

27Q056

School Name:

P.S. 056 HARRY EICHLER

Principal:

ANN LEITER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Harry Eichler School Number (DBN): 27Q056
Grades Served: 2-5
School Address: 86-10 114 Street, Richmond Hill, NY 11418
Phone Number: (718) 441-4448 Fax: (718) 805-1538
School Contact Person: Ann Leiter Email Address: aleiter@schools.nyc.gov
Principal: Ann Leiter
UFT Chapter Leader: Stefanie Weinstein-Podber
Parents' Association President: Reshma Sookul
SLT Chairperson: Laura Razzino-Sisto
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Reshma Sookul
Student Representative(s): N/A

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY, 11416
Superintendent's Email Address: MBarton@schools.nyc.gov
Phone Number: (718) 642-5770 Fax: (718) 641-5705

Borough Field Support Center (BFSC)

BFSC: District 27 Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416
Director's Email Address: MWilks@schools.nyc.gov
Phone Number: 917-520-6743 Fax: 718-281-3509

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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) |
|---------------------------|---|-------------------------|
| Ann Leiter | *Principal or Designee | |
| Stefanie Weinstein-Podber | *UFT Chapter Leader or Designee | |
| Reshma Sookul | *PA/PTA President or Designated Co-President | |
| N/A | DC 37 Representative (staff), if applicable | |
| Reshma Sookul | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| N/A | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| N/A | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Laura Devlin | Teacher | |
| Rose Ramirez | Teacher | |
| Laura Razzino-Sisto | Teacher | |
| Tina Bianco | Parent | |
| Kawthar Kotob | Parent | |
| Jenny Atkinson | Parent | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|---------------|--|----------------------|
| Vivian Rivera | Parent | |
| | Parent | |
| | Member/ | |

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

| The Six Elements of the Framework for Great Schools |
|---|
| 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. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 56Q believes that our fundamental essence is to encourage lifelong learning:

In order for our environment to enable staff and students to creatively flourish academically and socially, our staff will bring an open mind regarding classroom structure, curriculum, learning style, and teaching style to each teaching moment. Students and staff will learn through collaboration and professional learning communities. Engagement will be founded on student choices and interests in a student directed environment. We believe that parents and staff need to work together to fully support each child's education.

P.S. 56Q has a rich cultural diversity. We have a unique structure as a grade 2-5 school. We have Inclusive Collaborative Teaching (ICT) classes in grades 2, 3, 4, and 5. We also have an ENL push-in class on each grade, as well as two bridge self-contained classes (grades 2/3 and 4/5). The staff has taken on the responsibility of collaboratively planning as a grade on a weekly basis. For the 2014-2015 school year, we implemented Positive Behavior Intervention Support (PBIS) in our school in order to promote positive behaviors to support both social and academic success. Parents are invited to attend evening workshops in literacy, math, and science as well as in non-academic events including Family Game Night, Mom and Me Night, Dad and Me Night, and our Multicultural Night. We are partnered with HDR, a private engineering firm in the PENCIL Program, in which children take part in college and career readiness project-based learning. As reflected in our Framework for Great Schools, P.S. 56Q has strong collaborative teaching skills in which teachers meet each week to plan lessons, share best practices, analyze student work and consistently collect data in order to choose next steps for instruction. Our areas of focus are in strong family/community ties and providing rigorous instruction for students.

27Q056 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|-----------------|---|-----|---|
| Grade Configuration | 02,03, 04,05 | Total Enrollment | 415 | SIG Recipient |
| | | | | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| | | | | N/A |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 76.9% | % Attendance Rate | | 94.1% |
| % Free Lunch | 77.7% | % Reduced Lunch | | 8.0% |
| % Limited English Proficient | 11.6% | % Students with Disabilities | | 16.2% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 1.2% | % Black or African American | | 7.0% |
| % Hispanic or Latino | 40.0% | % Asian or Native Hawaiian/Pacific Islander | | 42.1% |
| % White | 9.2% | % Multi-Racial | | 0.2% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 15.17 | # of Assistant Principals (2014-15) | | 1 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 1 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | N/A |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | N/A | Average Teacher Absences (2013-14) | | 9.57 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 33.4% | Mathematics Performance at levels 3 & 4 | | 46.5% |
| Science Performance at levels 3 & 4 (4th Grade) | 86.4% | Science Performance at levels 3 & 4 (8th Grade) | | N/A |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A |
| 6 Year Graduation Rate | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | YES |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | YES |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | YES |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | YES |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | YES |
| White | N/A | Multi-Racial | | YES |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

The area of focus identified on our November 20, 2014 Quality Review was 1.2: “Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging and meets the needs of all learners so that all students produce meaningful work products.” In order to address 3C in the Danielson Framework for Teaching, “The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure and pacing of the lesson provides students time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding,” we will restructure the way we group children to provide targeted literacy instruction in the 2015-2016 school year. We have scheduled a school-wide literacy block in which children will receive instruction according to their needs by level and skill rather than being assigned grade or reading program. Groups will be multi-grade. Teacher’s area of expertise in literacy will help determine group assignment. All children will be assessed 3x a year using our universal screener, STARS in October, February, and May. Student performance and assessment will be analyzed. Children will continue in their current group or be reassigned as needed to meet individual needs. Teachers will self-select their professional development based on their area of interest or need. They will provide professional development for colleagues based on their area of professional expertise. For example, tiered tasks, vocabulary development, fluency, etc.

Parents will be given multiple opportunities to participate in their child’s educational development. Parents will be invited to workshops on curricula, social emotional development, and stated areas of parent interest. Evening workshops will be held throughout the school year. The 2014-2015 school year initiated Parent University Night, where parents were offered a multitude of workshops and information sessions including developmental milestones ages 7-10, subject area information, enrichment opportunities, raising a confident girl, and support for students with special education needs.

We have an experienced staff with 82% of teachers with a minimum of 10 years teaching experience. Our literacy curriculum is aligned to the Common Core Learning Standards and requires students to navigate complex texts and develop critical thinking skills.

As per the Quality Review of November 20, 2014, we were identified as having Well Developed teacher teams. Teacher teams meet regularly to analyze student work, identify patterns and trends, and develop instruction to meet student needs. Teachers are knowledgeable in differentiation, ENL strategies and Tier I interventions, which they use on a daily basis.

Teachers strive to create classroom environments where children are comfortable taking risks. Students are encouraged to challenge their own thinking, learn from their mistakes and collaborate with others. Our school-wide PBIS effort supports students as stakeholders in their own learning process.

Our school has large class sizes, with many classes at or above contractual class size. This creates high student to teacher ratio for instruction.

When tracking Fountas and Pinnell reading levels over time, we noted that students who are identified as below grade level are making only one year's progress. They are not filling in the gap between their current reading ability and their expected grade level performance.

The number of students that started the year below grade level and made less than 1 years growth

In 2014-2015 there were 17 grade 2 children who began in September 1 1/2 years below grade level. Of these students only 2 made the 1 1/2 years progress.

ELA scores: Spring 2015 New York State ELA exam results indicate the following percentage of students performing on or above grade level.

Grade 3: 30.2%

Grade 4: 31.3%

Grade 5: 29.7%

Schoolwide average was 30.4%

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

25% of grade 2 students identified as reading one year below grade level in reading will make 1.5 years progress by June 2016 as determined by Stars 360 diagnostic.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <ul style="list-style-type: none"> • For the 2015-2016 school year there will be a school wide literacy block. Children will be grouped for targeted instruction based on a universal assessment and their Fountas & Pinnell levels. Children will be assigned to multi-grade classes by their strengths and needs supported by teacher expertise. | All children grades 2-5 | 9/9/15-6/28/16 | All classroom staff, all cluster teachers, all paraprofessionals, the ENL teacher, SETSS and RTI staff. |
| <ul style="list-style-type: none"> • Children will be assessed three times a year (October, February and May). Results will be analyzed. Student performance within their group will be compared to expectations. Groupings will be reevaluated and modified as needed. | All grades 2-5 | November 2015, February 2016, May 2016 | Classroom teachers and administration. |
| <ul style="list-style-type: none"> • Students in grades 3-5 will utilize the New York State Expeditionary Learning Curriculum, aligned to the Common Core Learning Standards. Grade 2 students will use the Journeys Reading Program. | All grades 2-5 | 9/9/15-6/28/16 | All classroom staff, all cluster teachers, all paraprofessionals, the ENL teacher, SETSS and RTI staff. |
| <ul style="list-style-type: none"> • Teachers will continue to have the opportunity to self-select professional development topics based on their interests and needs. Topics include Orton-Gillingham's Foundations, accessing texts for all readers, and tiered strategies. Professional development will be offered in professional learning communities, from the NYCDOE and through staff collaboration in designing literacy extension activities, tiered instruction, project based learning and unpacking and compacting lessons. | All teachers | 9/9/15-6/28/16 | DOE providers, PS 56 staff, Outside providers. |
| <ul style="list-style-type: none"> • Staff strengths will be maximized. Out of classroom staff will serve as additional professional push-in support, significantly lowering the teacher to student ratio during the literacy block. | ENL, Clusters, RTI and SETSS staff | 9/9/15-6/28/16 | ENL, Clusters, RTI and SETSS staff. |
| <ul style="list-style-type: none"> • Mandates will be met according to IEP and ENL needs. | IEP and ENL children | 9/9/15 - 6/28/16 | All Staff |
| <ul style="list-style-type: none"> • Evening Parent Information Sessions will be provided to families, including families of ENL and IEP students | Parents | 9/9/15 - 6/28/16 | All Staff |

on curricula and home supports to compliment school efforts.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The 2015-2016 school year schedule was designed to create a school-wide literacy block during periods 3 and 4. We will utilize our staff resources of teaching experience and successful collaboration. In addition to all classroom teachers, additional groups will be formed and taught by our reading specialist, ENL teacher, and gym teacher/former grade 3 teacher. Three cluster teachers, will also push in one period each day to an assigned group. The support of each of these staff members will assist us in reducing the teacher-student ratio. Curricula will include the Journeys Reading Program in grades 1, 2 and 3, NYS Expeditionary Learning in grades 3, 4, 5, Cornerstones in grade 4, Foundations, Recipe for Reading, Read Naturally, CCLS, and Guided Reading texts. Financial funds will be used to purchase consumable student materials and complementary texts.

Part 4b. 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 SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|----------|---|--------------------------------|--|------------|---|------------------|--|-------------------|--|----------------------|
| | C4E | | 21 st Century Grant | | SIG/SIF | X | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- In October students will be assessed forming baseline data.
- By February 12% of the targeted group of students will move an additional 2 levels as measured by Fountas & Pinnell reading levels .
- By May 25% of the targeted group of students will move an additional 2 levels as measured by Fountas & Pinnell reading levels .

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Staff is supportive of a coherent school environment that acknowledges positive student behavior. The school initially implemented the Olweus Anti-Bullying Program in 2008 to address bullying and aggressive behaviors. In addition, teachers also implement the Social Decision Making Curriculum, which seeks to create a common language among students, staff and families to promote student responsibility in solving interpersonal problems and making good decisions within their academic responsibilities. We found that these curricula did not recognize positive behaviors in children and did not clearly define expectations to promote positive behaviors as per our PS 56 Bullying and Aggressive Behavior rubric and expectations.

It was noted that the Social Decision Making Curriculum was not consistently implemented throughout the building. Many classes used individualized structures and supports within their own settings. Our goal is to create consistent vocabulary and standards for expectations school-wide for all children consistently in all academic and social settings .

Through collaborative teacher discussions we have identified patterns of students behaviors that interfered with their academic performance. All staff were administered a survey on student behavior. The data was analyzed. The results indicated twelve high frequency target areas. These areas are calling out, talking back to adults, hurtful comments, being out of seats, conversing among students, being unprepared, cheating and lying, lack of participation or no response, abusive or inappropriate language, bullying, fighting/physical aggression, and leaving the classroom. Fifty percent of the teachers identified talking back as negatively impacting student academic performance. Thirty nine percent identified calling out as a misbehavior that interfered with academic performance. Thirty six percent identified lack of preparedness as a factor in student performance. Sixty one percent indicated that lack of participation was a factor that negatively impacted students performance.

After introducing a pilot of PBIS during a three-week period in Spring 2015, data was collected by classroom and cluster teachers. The data indentified 527 instances of untimely conversing among students, 307 instances of students being out of their seat, 145 instances of lack of participation or no response in class and 175 instances of hurtful comments by students to one another. As a result, we chose to set a goal to fully implement PBIS over the next 3-5 years.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Through the implementation of PBIS, by June 2016, 25% of a targeted subgroup of students in grade 5 with high frequency negative behaviors will increase academic performance in mathematics as measured by the beginning/middle/end of the year assessment in Go Math.

Part 3 – Action Plan

in

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>Weekly assemblies will be held for all classes to present the PBIS curriculum and reinforce expectations for behaviors and acknowledge positive student behaviors.</p> | <p>All students</p> | <p>9/9/15-6/28/16</p> | <p>Classroom teachers, PBIS team, 6R team</p> |
| <p>Enlarged and laminated PBIS expectations will be posted in all classrooms and common areas to serve as a resource and support of the effort. All children will receive a personal copy of the matrix which will serve as the source for direct instructional for PBIS assemblies.</p> | <p>All students</p> | <p>9/9/15-6/28/16</p> | <p>All teachers</p> |
| <p>Daily data will be collected in all 12 of the identified areas of need by classroom and cluster teachers. Data will be summarized weekly by PBIS data analysts and used to inform next steps for the PBIS team and communicated to all staff.</p> | <p>All Students</p> | <p>9/9/15-6/28/15</p> | <p>All teachers</p> |
| <p>The PBIS team will meet bi-weekly to analyze data, ensure integrity and communicate progress and impact and develop next steps.</p> | <p>All students</p> | <p>9/9/15-6/28/15</p> | <p>PBIS Team</p> |
| <p>We will issue PBIS (Starbucks) which will be redeemed for individual and whole class acknowledgement of school-wide expectations</p> | <p>All parents</p> | <p>9/9/15 - 6/28/16</p> | <p>All Staff</p> |
| <p>We will partner with parents to support positive student behavior through a Meet the Teacher Parent Kick-Off Event, individual parent copies of the matrix, and feedback of tally results of frequent misbehaviors. Data will be used to collaborate with parents to provide them with strategies that can be implemented at home to support a positive impact on students' learning and social emotional growth.</p> | <p>All parents</p> | <p>9/9/15-6/28/16</p> | <p>All Staff, Parents and Children</p> |
| <p>All students will take the mid-year assessment in Go Math. Data will be collected and analyzed by class and grade level as well as targeted students.</p> | <p>All students</p> | <p>1/2016 - 2/2016</p> | <p>All teachers</p> |
| <p>Students will take the end of year Go Math Assessment. Results will be collected and analyzed. Data for students in targeted behavior areas will be disaggregated.</p> | <p>All students</p> | <p>6/2016</p> | <p>All teachers</p> |

| | | | |
|--|--------------|-----------------|--------------|
| PBIS expectations will be reinforced during mathematics instruction. | All students | 9/2015 - 6/2016 | All teachers |
|--|--------------|-----------------|--------------|

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

In order to support this goal, we will utilize the supports of all staff members at PS 56Q from the teaching staff to the kitchen staff. Together we will implement the expectations of PBIS with introductory assemblies for staff, students, and parents, the distribution of Starbucks issued to students by all staff according to expectations, staff members processing the recognition system earned Starbucks, staff to collect data, analyze information, and communicate results to staff through a collaboration by the PBIS team to meet weekly to monitor, assess and adjust issued as needed.

Funds will be used to purchase items as acknowledgments according to the individual and class Starbucks menus, expenses involved in producing model videos for assembly viewing, and materials needed for related publications and celebrations.

Several staff will support PBIS work through their 6R assignment. Assemblies will be held as introduction, clarification, and reinforcement efforts in September, January, and May.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The PBIS team will collect and analyze data on the twelve focus areas weekly. The information will be submitted to Department of Education PBIS database (pbisassessment.org).

A staff meeting will be held in February 2016 to discuss data and trends and develop next steps school wide.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Grade 2 teachers initially analyzed student work based on the Go Math constructed response questions. During common planning sessions and through multiple discussions, teachers identified a pattern of student misinterpretation of word problems. This misinterpretation determined student use of incorrect strategies resulting in incorrect responses. Teachers identified the average grade 2 students' constructed response score as 18.5 out of 28 points in Units 4-10.

Teachers found the need to explore additional strategies to develop student higher order thinking, unpack vocabulary, and apply problem solving skills.

The area of focus on our November 20, 2014 Quality Review was 1.2: “Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging and meets the needs of all learners so that all students produce meaningful work products.” In order to address Highly Effective in 3C of the Danielson Framework for Teaching, “Virtually all students are intellectually engaged in challenging content through well designed learning tasks and activities that require complex thinking and challenge students to communicate their thinking,” we need to address analyzing and solving word problems in classroom instruction.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

As teachers implement solving strategies acquired in their Professional Learning Communities, 25% of grade 3 students will demonstrate a minimum increase of 25% proficiency in interpreting word problems accurately by increasing their Go Math End of Chapter Assessment Constructed Response scores. This will be achieved by June 2016.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>Teachers will assess students’ word problem solving abilities using the Go Math Beginning of the Year assessment, STARS 360 assessment, and Chapter 1 Go Math constructed responses.</p> | <p>Grade 3 students</p> | <p>9/9/15-10/31/15</p> | <p>Grade 3 teachers, Tiers II and III providers.</p> |
| <p>At the completion of each chapter, teachers will analyze data and design next steps for students. After each unit, students will be tested on their constructed response and data to analyze progress achieved. The average instructional period of each Math unit is approximately one month.</p> | <p>Grade 3 students</p> | <p>9/9/15-6/28/16</p> | <p>Grade 3 teachers, Tier II and III providers.</p> |
| <p>Grade 3 students will be given a daily word problem of the day. Classes will identify key vocabulary and discuss which operations and/or strategies they will use to solve the problem. Teachers will model the step-by-step process used to unlock/decompose a question. Initially the process will be modeled. Students will then work in groups to solve a similar problem followed by independent work using additional word problems.</p> | <p>Grade 3 students</p> | <p>9/9/15-6/28/16</p> | <p>Grade 3 teachers</p> |
| <p>Teachers will meet in Professional Learning Communities to explore resources and to establish best practices for developing higher order thinking, unpacking vocabulary, and maximize problem solving skills. At the end of each unit, teachers will reflect on the effectiveness of these practices on student performance.</p> | <p>Grade 3 students</p> | <p>9/9/15-6/28/16</p> | <p>Grade 2 and 3 teachers.</p> |

Part 4 – Budget and Resource Alignment

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| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <p>In order to accomplish this goal we will utilize the math word problems, multi-step problems, tasks from EngageNY math resources , Go Math resources, and other materials. Classroom teachers will provide direct instruction.</p> |
| <p>During the professional development sessions, teachers will share additional resources and strategies that they have found to be successful. Teachers will also be given the opportunity to attend outside professional development to support the acquisition of their skills in achieving this goal. Additional support materials from the Go Math curriculum will be used to support students needs. Such materials include Reteach, RTI Tier II and Tier III workbooks, and the ENL</p> |

Activity Guide. Teachers will reference the EngageNY website and use the sample test questions as a guide in creating their own word problems. Teachers and students will also use interactive technology as a support option.

Part 4b. 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 SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Grade level staff will meet weekly during their common prep to co-plan, analyze and reflect on previous instruction, make adjustments to future instruction, and determine and share effective strategies for differentiation. Teachers will adjust instruction and assess student performance. Children will be administered chapter Go Math assessments. Results for the Go Math constructed response questions will be totaled and compared to students performance in the previous grade. By February 1, 2016, student performance data will be analyzed with the expectation that 25% of grade 3 students will demonstrate improved performance compared to their performance in their grade 2 constructed responses by 13%. The Go Math Mid Year Assessment and Chapter Results will be used to determine progress and impact on next step instructional planning.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

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| <ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this 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 trends and sources. |
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Part 2 – Annual Goal

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| <p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
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Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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|--|-----------------|--|--------------------------------|--|-------------------|--|-------------------------|--|--------------------------|--|-----------------------------|
| | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|--|---|--|
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | | | |
|--|-----------------|--|--------------------------------|--|-------------------|--|-------------------------|--|--------------------------|--|-----------------------------|
| | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|---|---|--|
| English Language Arts (ELA) | As part of the State/DOE RTI Project, we are implementing a universal screener, STARS 360, to all students 3x a year. Results will be analyzed. Children's scores falling in designated cut off points will be assigned tier I, II, III services. | <ul style="list-style-type: none"> • More frequent and smaller group instructions in Foundations. • Recipes • Read Naturally (fluency) | <ul style="list-style-type: none"> • Small group • One-to-one instruction | <ul style="list-style-type: none"> • Pull-out during the day • After school small group tutoring |
| Mathematics | In addition to monitoring classroom Go Math unit performance, all children will be administered STARS, a school-wide universal screener for Math. Children scoring in the (yellow) intervention and (red) urgent intervention ranges will be provided targeted support in Mathematics. | Summer School, RTI Tier II or III intervention, and Go Math. | Whole class, small group, independent, partnerships, one to one, and online. | Summer School July/August 2016 and during the school day. |
| Science | Classroom unit assessments and grade-wide NYS exam results are analyzed for targeted support and a review of related instructional practices. | <ul style="list-style-type: none"> • Hands-on activities • Small group content instruction | <ul style="list-style-type: none"> • Small group | <ul style="list-style-type: none"> • After school two days a week |

| | | | | |
|---|--|--|---|---|
| Social Studies | Classroom performance and unit assessment results are analyzed to determine which children are meeting expectations and which need additional support in vocabulary, content, text, map skills, etc. | Project-based Learning, guided reading, close reading. | Whole class, small group, independent partnerships and one to one use of smartboard technology. | During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | School staff and parents refer children for counseling services based on teacher observations, student behaviors, and students' conversations. | Recipes, Foundations, Wilson Reading Program, role playing, writing with sand, paint or water, Versatiles, Olweus and online programs. | Whole class, small group, independent partnerships and one to one use of smartboard technology. | During the school day, Child Center of NY guidance services |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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|--|---------------------------------|---|--------------------|
| 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)

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| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <p>New staff are recruited through referrals and recommendations of NYC DOE colleagues and the DOE Teacher Finder system. Whenever possible, a hiring committee is formed with open invitation to all staff members via email. Interested volunteer staff members meet to determine interview questions and ideal responses based on license area. Together committee members interview all prospective candidates. Each interviewer rates each interviewee individually. Ratings are discussed, questions, responses and concerns are shared. The best quality candidate for our school is selected and hired by consensus.</p> <p>All staff are retained through ongoing PD, preference sheet input of teaching assignment by license area, and inclusion in multiple school level decisions as a valued school community member.</p> <p>Teacher assignments are made based on license, the best interests of the children, seniority, and specific staff experience.</p> <p>Staff are invited to attend license-specific PD offered through the district and DOE to insure that they are highly qualified in the license area.</p> |

2b. High Quality and Ongoing Professional Development

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|---|
| Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| <p>Professional Development opportunities are emailed to all staff for self-selection by interest, need and license. PD opportunities offered during the summer are also emailed to all staff, for which they are compensated at per session rate.</p> <p>Staff are always encouraged to attend PD in pairs or grade level groups to support their learning and implementation of new skills and information; especially in the area of CCLS.</p> |

Part 3: TA Schools Only

3a. Use of Program Resources

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| Describe how the TA program resources will assist participating children to meet proficiency. |
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3b. TA Coordination with the Regular Program

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| 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)

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| 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.). |
| Not Applicable |

4b. Measures to Include Teachers in Decisions Regarding Assessments

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| 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. |
| Our MOSL committee consists of 7 staff members including the AP, one grade 2 teacher representative, one grade 3 teacher representative, one grade 4 teacher representative, one grade 5 teacher representative and two cluster teachers. Together they review, discuss and select MOSL options for school-wide staff. In addition, staff have input on curriculum purchase and program implementation solutions. |
| Staff attend professional development in interpreting and analyzing state exam data, school-wide universal assessment data, and class/grade Go Math unit results. Results are used to plan next step professional development agendas in professional learning communities. |

4c. "Conceptual" Consolidation of Funds in SWP Schools

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|---|--|---|---|
| <p>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, 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p> | | | |
| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount Indicate the amount contributed to | 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> , section |

| | | Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts) | references where a related program activity has been described in this plan. | |
|------------------------|---------|--|---|---|
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | 201,138.00 | X | 5a, 5b, 5c |
| Title II, Part A | Federal | 80,227.00 | X | |
| Title III, Part A | Federal | 11,200.00 | X | |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 2,307,431.00 | X | 5a, 5b, 5c |

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:

- 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.
- 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:

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.

- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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, School Quality 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.

School-Parent Compact (SPC)

P.S. 56Q, 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: <u>PS 56Q</u> | DBN: <u>27Q056</u> |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: <u>35</u> |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>2</u> |
| # of certified ESL/Bilingual teachers: <u>2</u> |
| # of content area teachers: <u> </u> |

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: Begin description here: To assure success for our LEP students, we will use Title III funds to provide supplemental services that will help them in English Language acquisition and learning. Our ESL after school program will consist of two programs: ESL/ELA Literacy and Literacy/NYSESLAT Test Prep. ESL/ELA literacy program will run from December 3, 2014 to June 4, 2015 two days/week, Wednesdays and Thursdays, for 45 instructional sessions of 1.5 hours. The Literacy/NYSESLAT Test Prep will run from December 3, 2014 to June 4, 2015 two days/week, Wednesdays and Thursdays, for 45 instructional sessions of 1.5 hours.

As of October 10, 2014, we have identified 51 LEP students that are receiving ESL services. The ESL After school program will target about 35 LEP students in grades 2 – 5 at different proficiency levels as identified by the NYSESLAT. Group size will be maintained at about 15 students per teacher. The main purpose of the program will be to support English Language development through a repertoire of research based strategies and Common Core Aligned tasks and texts. Since students in grades 3 -5 take standardized exams, the Spring session will provide ample opportunities for students to improve their English literacy skills and additional support in test preparation.

When grouping the students the teachers will take into consideration their language proficiency levels based on the 2014 NYSESLAT. In addition, teachers will analyze data from assessments used to identify students' strengths and weaknesses, such as Fountas & Pinnell reading levels, iReady, and ELL Periodic Assessments.

ESL/ELA literacy afterschool program will run from December 3, 2014 to June 4, 2015, 2 days/week, Wednesdays and Thursdays, for 45 instructional sessions of 1.5 hours. This program will address the needs of our 2nd and 3rd graders in all areas of literacy development: oral language, listening comprehension, reading, and writing. The New York State certified ESL teacher will work on fundamental literacy skills such as vocabulary development, activating prior knowledge, text representation, metacognitive development, and building schema. The teacher will use picture dictionaries, leveled library books, and technology to facilitate the acquisition of academic English. Students will work on rigorous Common Core Aligned tasks that promote English language development. The instruction will be in English. Students whose IEP mandates a bilingual paraprofessional will be supported by their bilingual paraprofessional.

Literacy/ NYSESLAT Test Prep afterschool program will run from December 3, 2014 to June 4, 2015 2 days/week for 45 instructional sessions of 1.5 hours. Most of the students from grades 4-5 that will participate in this program have scored Advanced on the 2014 NYSESLAT. The New York State certified ESL teacher will use Common Core Aligned texts, fiction and non-fiction, to address the needs of the students. The instruction will be in English and the ESL teacher will make use of research based strategies that are proven to accelerate the academic achievement of ELLs. The teacher will implement vocabulary enrichment, scaffolding and supports for writing. The ESL teacher will use " New York ELLs" to prepare the students for the rigorous tasks of NYSESLAT. In addition to "New York ELLs" the teacher will use graphic organizers, visual aids, leveled books, and books on tape/CD to accelerate student learning. This afterschool program will provide additional literacy support and will help students get ready for the standardized tests. This program will target 4th and 5th graders. The students will get ample opportunities to be exposed to Common Core Aligned materials and have scaffolds in place to access them. The teacher will also use "Exploration in Nonfiction Writing" to support students in writing. Students whose IEP mandates a bilingual paraprofessional will be supported by the bilingual paraprofessional.

As mentioned above, we purchase research based programs and Common Core aligned texts that

Part B: Direct Instruction Supplemental Program Information

facilitate language learning and acquisition. We also analyze students' assessment to determine the quality of supplemental materials that we purchase for ELLs. ESL teachers consult with the Principal and other classroom teachers when buying and implementing new programs and materials. Title III funds will be used to support our ELLs in these extended day programs. The following are samples of the materials that will be purchased: Oral Language Development Series, New York ELLS, leveled libraries, Reader's Theater , etc.

Part C: Professional Development

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

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

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

Teachers teaching ELLs in the ESL After school program will meet as a study group prior to the start of the program. They will meet for 2 days on 11/19/2014 and 11/20/2014 for 1 hour after school. Our New York State certified ESL teacher, Entela Kodra, will provide a workshop on "Addressing the Needs of ELL Learners". This PD will be attended by the other Title III providers, the other New York State certified ESL Teacher and the bilingual paras who will participate in our Title III program. Participants will also focus on a study of the SIOP method and targeted pedagogical strategies that can accelerate ELL's academic achievement and English language acquisition. All Title III participants will analyze the most recent research based language acquisition practical suggestions in the following areas: vocabulary, scaffolding, native language and writing. They will complete a data analysis of ELL students participating in the After school program to identify implications for instruction.

Title III funds will also be used to provide per-diem coverage to allow teacher attendance in workshops, both in school and outside the building.

Part D: Parental Engagement Activities

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

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

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

- How is my child's English? What can I do to help?
- What are some explicit literacy practices that I can help my child with?

Parents will also be invited to attend a few afterschool sessions where the ESL certified teachers will

Part D: Parental Engagement Activities

show them practices that they could do at home. Parents will be invited to watch two Reader's Theater performances by the ESL Afterschool students: one in the Winter and one in the Spring.
Parent workshops will be facilitated by the certified ESL teachers. Parents will be notified with notices in their language of choice. Translation and Interpretation unit will be utilized if need arises.

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 | _____ | _____ |

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

| | | |
|----------------------------------|-----------------------|--------------------------|
| District 27 | Borough Queens | School Number 056 |
| School Name Harry Eichler | | |

B. Language Allocation Policy Team Composition

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

| | |
|---|--|
| Principal Ann Leiter | Assistant Principal Deana Rinaldi |
| Coach | Coach |
| ENL (English as a New Language)/Bilingual Teacher | School Counselor Giovanna Kroboth |
| Teacher/Subject Area Lisa Chetram | Parent Najia Mekkaoui |
| Teacher/Subject Area Alison Vasquez | Parent Coordinator Rosemarie Giampolo |
| Related-Service Provider Randy Pine | Borough Field Support Center Staff Member |
| Superintendent Mary Barton | Other (Name and Title) |

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | | Number of teachers who hold both content area/common branch and TESOL certification | 2 |
| Number of certified bilingual teachers currently teaching in a bilingual program | | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | | Number of teachers who hold both a bilingual extension and TESOL certification | |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6] | 1 | Number of special education teachers with bilingual extensions | |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | 412 | Total number of ELLs | 84 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

| | |
|---|--|
| This school serves the following grades (includes ELLs and non-ELLs) Check all that apply | 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 checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> |
|---|--|

This school offers (check all that apply):

| | | | |
|--|---|--|-------------------------------|
| Transitional bilingual education program (TBE) | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program (DL) | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Freestanding ENL | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | |

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

| Bilingual Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education | | | | | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|---|----|
| All ELLs | 84 | Newcomers (ELLs receiving service 0-3 years) | 80 | ELL Students with Disabilities | 20 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 4 | Long-Term (ELLs receiving service 7 or more years) | 0 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| DL | | | | | | | | | | 0 |
| ENL | 80 | 0 | 13 | 4 | 0 | 4 | 0 | | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 9

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| SELECT ONE _____ | | | | | | | | | | | | | | 0 |
| SELECT ONE _____ | | | | | | | | | | | | | | 0 |
| SELECT ONE _____ | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|---------------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP |
| SELECT ONE _____ | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE _____ | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE _____ | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|---------------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE _____ | | | | | | | | | 0 | 0 |
| SELECT ONE _____ | | | | | | | | | 0 | 0 |
| SELECT ONE _____ | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section is for Dual Language Programs Only

| | |
|--|---|
| Number of students (students fluent in both languages): _____ | Number of students who speak three or more languages: _____ |
|--|---|

| Freestanding English as a New 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 | | | 22 | 10 | 10 | 6 | | | | | | | | 0 |
| Chinese | | | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Russian | | | 0 | 1 | 0 | 0 | | | | | | | | 0 |
| Bengali | | | 2 | 0 | 0 | 1 | | | | | | | | 0 |
| Urdu | | | 2 | 2 | 1 | 0 | | | | | | | | 0 |
| Arabic | | | 3 | 2 | 3 | 0 | | | | | | | | 0 |
| Haitian | | | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| French | | | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Korean | | | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Punjabi | | | 6 | 2 | 0 | 3 | | | | | | | | 0 |
| Polish | | | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Albanian | | | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Other | | | 2 | 2 | 1 | 3 | | | | | | | | 0 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS) | | | | | | | | | | | | | | |
|--|---|---|----|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Entering (Beginning) | | | 11 | 6 | 5 | 4 | | | | | | | | 0 |
| Emerging (Low Intermediate) | | | 3 | 1 | 6 | 1 | | | | | | | | 0 |
| Transitioning (High Intermediate) | | | 5 | 5 | 1 | 3 | | | | | | | | 0 |
| Expanding (Advanced) | | | 18 | 7 | 2 | 5 | | | | | | | | 0 |
| Commanding (Proficient) | | | 5 | 0 | 2 | 2 | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| FORMER ELLS BASED ON REVISED EXITING CRITERIA | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA | | | | | | | | | | | | | | |
| GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Total | | | | | | 1 | | | | | | | | 0 |

| FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Total | | | 2 | 6 | 3 | 1 | | | | | | | | 0 |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 11 | 1 | 0 | 0 | 0 |
| 4 | 6 | 0 | 0 | 0 | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 3 | 12 | 2 | 1 | | | | | | 0 |
| 4 | 3 | 3 | 4 | 0 | 1 | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 4 | 2 | 0 | 1 | 2 | 3 | 0 | 1 | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Comprehensive English/Common Core ELA | | | | |
| Integrated Algebra/CC Algebra | | | | |
| Geometry/CC Algebra | | | | |
| Algebra 2/Trigonometry | | | | |
| Math _____ | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Global History and Geography | | | | |
| Geography | | | | |
| US History and Government | | | | |
| LOTE | | | | |
| Government | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

PS 56Q utilizes a wide range of assessment tools to assess the early literacy skills of ELL students. We use Fountas & Pinnell to assess students' reading levels in grade 2-5. This includes running records, reading accuracy, fluency, and reading comprehension. This assessment is performed three times a year and we use the data to drive our differentiated instruction. This data provides us with valuable information about our ELLs and their literacy level. We set benchmarks for our students and revisit them periodically to identify ways to better reach our ELL population. This data is used to inform decision making and drive differentiated instruction. This year students will be placed in Literacy Groups to target their individual needs. Within the Literacy block students will receive Students Guided Reading instruction based on their reading level. They are exposed and assessed on various reading strategies while they read a book on their instructional level.

In addition, this year we will use STARS, an online reading assessment as a diagnostic and progress monitoring tool. Students will take the reading assessment 3 times a year and teachers will be able to analyze and target students' needs. Teachers also analyze the data from Literacy unit assessments and use the data to group the students and facilitate instruction at their level. Also, we administer the EASY CBM to our incoming 2nd graders to assess early literacy skills such as phonemic awareness, sight word reading, and fluency. We will utilize this data to create reading groups that will target their individual needs. We will also administer the ELL assessment in the fall and spring. The ENL teacher will analyze the results and share the information at ELL team meeting to adjust instruction as necessary.

Analyzing the school wide data we have observed that most of our ELLs are reading below grade level. . The following is example of the breakdown for ELL's performance levels in reading using Fountas & Pinnell Assessment in October 2015:

Grade 2
 13 ELLs reading at AA level (-11 reading levels)
 8 students reading at B level (- 8 reading levels)
 7students at G level (-4 reading levels)

7 students reading at level J(-1 reading level)

Grade 3

6 students reading at AA level(-14 reading levels)

8 students reading at I level (-5 reading levels)

2 students at level K (- 3 reading levels)

1 students at level M (-1 reading level)

Grade 4

3 students reading at AA level(-17 reading levels)

1 students reading at D level(-13 reading levels)

7 students reading at I/J level

1 students reading at L level

2 students reading at M level(-4 reading levels)

Grade 5

1 student reading at AA level (-17 reading levels)

3 students reading at level E/F (-15/-14 reading levels)

3 students reading at level H/ I/J (-9/-10 reading levels)

3 students reading at level L (-8 reading levels)

1 student reading at level O (-5 reading levels)

1 student reading at level R (-2 reading levels)

Almost all of our newly admitted students are reading at more than 10 reading levels below grade expectations).

This year we will analyze all the data and move towards a Literacy block. All students will be placed in reading groups that could target their individual needs. Ongoing assessment strategies will be used to determine movement towards acquiring content standards. On going assessment will be designed to collect evidence of student learning or need for changes to their placement. As it has been in the past few years, content area instruction will be aligned to Common Core Learning Standards. The analysis of the data will enable teachers to mediate the learning of various proficiency classifications: newcomers, SIFE, long-term ELLs, SWDs ranging from Entering to Commanding levels. The ENL teacher works collaboratively with the classroom teachers to evaluate student work and data to ascertain the language and cognitive demands of tasks aligned to CCLS. Teachers will continue to design lessons that meet CCLS while there is differentiated instruction to meet student's individual needs and language acquisition level.

Students will also be given informal assessments throughout the school year. These assessments will be aligned with CCLS and the units of study. ENL Teacher and classroom teachers will analyze these assessments during monthly meetings to modify or adjust their instruction. Students will also be placed in Literacy groups that will target their individual needs. Students will be assessed three times a year and will be able to move to a new literacy group if they meet the objectives.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

At PS 56 we analyze the NYSESLAT and NYSITELL data at the beginning of the school year and throughout the year as needed. Looking at the data of Spring 2015 NYSESLAT and Fall 2015 NYSITELL we have 26 students who scored at the Entering Level, 11 students who scored at the Emerging level, 14 students who scored at the Transitioning level, and 32 students who scored at the Expanding Level. 6 out of 9 new admits that were administered the NYSITELL in Septemebr and October 2015 scored at the Entering level. During the administration of the test it was also observed that 5 of these students lack early literacy skills in their native language (Spanish/Bengali/Arabic). The ENL teacher shared this information with the classroom teachers and they will continue to collaboratively develop lessons that target these students' needs.

Our Entering/Emerging students make up the majority of our 2nd and 3rd grade ELL population. In 2nd and 3rd grade this year we are using the CCLS aligned curriculum, Journeys, which incorporates differentiated instruction for ELLs enabling all students to access the curriculum at their level. ELL students and Former ELLs will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Most of our Expanding students are in our 2nd grade as well. However, our informal assessments indicate that these students lack early literacy skills. We will continue to use the research based program, Journeys, to facilitate the academic and social language development of our second graders, while they are provided rigorous instruction with high expectations. In addition, students will received phonemic instruction through Foundations to accelarate their phonemic and phonological awareness skills.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

PS 56Q utilizes information obtained using the AMAO tool to adjust instruction to meet the students needs while maintaining and also improving their proficiency levels. Teachers will be able to target specific areas such as reading and writing, and help improve students outcomes as well as proficiency levels. The information extrapolated by the AMAO Estimator tool of NYSESLAT 2015 is used by the ENL teacher and classroom teachers to analyze and refine yearly goals. The data reveals that students are making adequate progress in language acquisition. A few students, mostly students with a disability or that are being monitored for a disability, have remained the same level. Henceforth, one of our goals for the 2015-2016 school year is to meet the AMAO1 goal of "making progress".

The ENL teacher downloads the ATS reports RLAT, RNMR, and RESI to use for the AMAO Estimator Tool. Analyzing the data enables us to design targeted, data-driven instruction that could have a great impact on students.

AS of October 23, 2015 the AMAO 1 functions of the tool is not available. Once this becomes available we will utilize the tool to calculate AMAO 1 and project our school's status for 2016-2017.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

Analyzing the data reveals that students who are literate in their native language did slightly better on state assessments than those students who are illiterate in their native tongue. Whenever possible, students are given to the opportunity to write in the native language in addition to taking the mandated tests in their native tongue. PS 56Q supports the use of native language by providing students with bilingual glossaries, dictionaries, and appropriate reading materials. Every year we try to expand our classroom libraries by purchasing books in various languages. Students who have Spanish as their home language are also assessed in Spanish using Spanish Lab-R. Analyzing the results of our new admits this year we have noticed that 2 out of 3 Spanish-speaking students are illiterate in their native language.

b)The results of the ELL periodic assessments are used by teachers and school leadership to analyze what modalities need the most work and to extrapolate information on struggling students. Once the results are viewed and analyzed, teachers focus on strengthening weaker modalities by forming small groups and modifying instruction accordingly.

c)The ENL teacher shares the results of periodic assessments with other classroom teachers and administration. What the schools has learned from past periodic assessments is that our ELLs struggle most with the reading and writing modalities. It also shows that students struggle with reading comprehension and text interpretation. School/curriculum goals have been aligned to mitigate these struggles. PS 56Q looks to ensure that all students receive the proper and necessary services based on the analysis of assessment. Activities that are employed to assist their learning in the ENL classrooms are differentiated instruction, balanced literacy approach, guided reading, read aloud, partner work, and other techniques. Teachers ensure to incorporate home language whenever is possible. We have and continue to share the best practices for instruction and assessment which will drive instruction and future PD for ENL and content area teachers.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

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

Furthermore, teachers take important steps to provide strong core instruction (Tier I). They strive to make lessons meaningful to students and develop language and literacy across the curriculum. Teachers target rigorous and challenging instructional goals while simultaneously providing students with supports they need to achieve success. Students also receive targeted interventions to support

ELLs who are not showing sufficient progress on the skills measured. During these interventions teachers perform progress monitoring to see how these students are responding to instruction. This data is used to make educational decisions such as changes in goals, instruction, or services. This data is discussed regularly during our bimonthly PPT meetings to inform our further instructional steps.

6. How do you make sure that a student's new language development is considered in instructional decisions?
The LAP team, the School Leadership team and teachers take all the necessary steps that students' second language development is considered in instructional decisions. Students of all proficiency levels participate in an academically rigorous program. All students are expected to participate in grade-level Common Core aligned lessons. Teachers use scaffolding strategies and differentiated instruction based on their proficiency levels and needs to accomplish participation in grade level content. Teachers integrate reading into learning expeditions to teach content and to develop literacy skills. Readers' workshop is used to teach decoding, comprehension strategies, and to scaffold expedition products. These are strategies that benefit a wide range of ELL students. Classrooms contain libraries with an assortment of resources, including texts related to expeditions, student-produced books, primary sources, and a range of media, genres, and levels. Conferencing with students is an ongoing practice and provides an opportunity for teachers to measure progress toward meeting and exceeding grade level standards. PS 56 has implemented instructional programs that regularly ensure continuity of instruction and language development. Differentiated instruction is designed to mediate the learning of various proficiency classifications: newcomers, long-term ELLs, SIFE, Entering, Emerging, Transitioning and Expanding proficiency levels.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
There are various ways how we evaluate the success of our programs for ELLs. We analyze the data from the ELA, Math, and Science exams to see how our ELLs are performing comparable to non-ELL students. In addition, our school has been consistently meeting the AYP for ELLs. We also analyze the data from the NYSESLAT and ELL Periodic Assessment. We look for trends and our students' performance to see which parts of our programs need to be revamped . We look at our ELL performance compared to ELLs in comparable schools. Throughout the year teachers perform on-going assessments designed to collect evidence of student learning and progress. Teachers also analyze GO Math assessments to analyze the students progress in math and incorporate the results in their flexible grouping.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
When new students enroll at PS 56Q the identification process begins with administering the Home Language Identification Survey as outlined in the new Part 154. A trained pedagogue (usually the ENL teacher) in the intake process administers the Home Language Identification Survey which is available in parents' language. The certified ENL teacher is the one who conducts the initial screening. When the ENL teacher is not available there are other staff members who are trained to assist with the process of completing the Home Language Survey. We explain the HLIS form to the parents and discuss its purpose: to obtain information about the child's language and school experience. In order to promote academic success in school we need to place the child in the appropriate setting. We ask parents to fill out the form with us so we can accurately determine the students' dominant home language. After the parents complete the HLIS we conduct an Oral interview to determine the dominant language of the student. We contact the DOE Translation Unit in case we need assistance. We also have bilingual staff that assists with the interview in Spanish, Punjabi, Hindi, and Bengali. The ENL teacher assesses the HLIS in collaboration with the oral interview to determine the dominant language of the child. The eligible students are administered the NYSITELL within 10 days of their enrollment. After administering the NYSITELL the ENL teacher scans the test according to the Assessment Memo to obtain the level of the child and this information is used to determine the placement of the students in the appropriate class. Should any of the students who are entitled to ENL services be Hispanic, the Spanish LAB-R is administered as well. As per Part 154 entitlement and non-entitlement letters are sent home within 5 school days. Parents are informed of the results and their right to request a re-identification process with 45 days of enrollment. Parents of

entitled students are invited to attend a parent orientation workshop. Parent Orientation is provided to parents of newly identified ELLs. This year we provided parent orientations in September and October. Parents view the video (which is available in most languages), get information about the programs (TBE, Dual language, and ENL) that are offered in NYCDOE, ask questions and fill out their surveys which are available in their native language. At the orientation parents are also informed about their right to request a re-identification review within 45 days of student enrollment. As mandated ELL students are placed in the ELL program within 10 days of enrollment.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

During the initial screening the ENL teacher analyzes any information obtained from the initial interview and HLIS that could indicate that students might be SIFE. In those cases these students are administered the SIFE questionnaire and classroom teachers and ENL teacher are asked to evaluate student's work. The ENL teacher and classroom teacher share the information to conclude whether the student is SIFE. Bilingual paraprofessionals assist the ENL teacher and classroom teachers in making that determination. Appropriate actions are taken to report the SIFE status of such students within 30 days of enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

As per new regulations set forth in CR Part 154, PS 56Q has created a Language Proficiency Team to determine if newly enrolled students with IEP's have language acquisition needs and should take the NYSITELL. The team consists of our assistant principal, psychologist, IEP teacher, and ENL teacher. The team meets as need arises and share the findings with classroom teachers as well.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The school ensures that the Entitlement and Non-Entitlement parent notification letters are received by the parent, by hand delivering them to the classroom teachers within five school days after the NYSITELL is scanned and the score is determined. The classroom teacher hand delivers the letter to the student's parent, and notifies the parent of the importance of the letter. The ENL teacher contacts the parents by phone to ensure that the letters have been received and the parents are aware of the entitlement or non entitlement of services. Parents are also informed of the Parent Orientation Meeting and are encouraged to contact the school with an alternative date if they can not attend. The letter informs the parents of our Parent Orientation meeting, with materials, in their native language.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During the Parent Orientation Meeting for newly enrolled ELLs parents are informed that they have a right to appeal ELL status within 45 days of enrollment. The ENL teacher also contacts parents by phone if they do not attend the meeting to inform them of their right to request a re-identification process/review within 45 days of enrollment.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

At the Parent Orientation we explain all three program choices, Transitional Bilingual, Dual Language, and Freestanding ENL. It also offers the parents an opportunity to choose the instructional program that best meets the instructional needs of their child. The Parent Orientation Meeting takes place within ten days of the students' enrollment in the New York City Educational system. When we encounter parents of new ELLs that speak another language other than English we invite our bilingual paraprofessionals (Spanish, Punjabi, Hindi, and Bengali) or other staff to facilitate translation for such parents. In other cases we contact Translation and Interpretation Unit as necessary.

At the orientation, parents view the Parent Orientation video in their native language and receive materials in their native language. ENL teacher reviews Common Core Learning Standards, state assessments, school expectations and general program requirements. The parents are encouraged to attend the orientation, in order to make an informed decision when choosing the program for their child. The parents are informed of all state regulations and the process they need to follow. An attendance sheet/log, that contains the parent's signature, is kept on file by the ENL teacher. Parent Orientations are held periodically throughout the year as needed. This year we have had orientations on 09/21/15, 09/25/15, 09/30/15, 10/08/15, and 10/15/15.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The school ensures that the Parent Surveys and Program Selection forms are returned in a timely manner. At the orientation meeting the ENL teacher collects the Parent Surveys and Program Selection forms from those parents who choose to complete the forms then. In case parents take the forms with them they are reminded to return them to the school as soon as possible. The ENL teacher

also hand delivers a letter to parents at dismissal to remind them to return the forms. If the forms are not returned in a week or so another phone call is made and another set of copies are mailed or sent home with the student.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL teacher monitors the returning of Parent Survey and Program Selection forms and calls the parents to remind them that if a form is not returned the default program for ELLs is bilingual education. The form is placed in the child's cumulative folder and a copy is kept on file by the ENL teacher. As of October 23, 2015 all Parent Survey and Program Selection forms of newly admitted ELLs have been returned. If a form is not returned the default program is Bilingual education as per CR Part 154.
9. Describe how your school ensures that placement parent notification letters are distributed. PS 56Q ensures that placement parent notification letters are distributed to parents by hand delivering them to the classroom teachers. The classroom teacher hand delivers the letter to the students' parent and notifies the parent to contact the school in case of any questions. The ENL teacher also reaches out to parents via phone to ensure that they have received the forms.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). ELL documentation is stored in the child's cumulative record folder. For new students the ENL teacher makes a copy of HLIS, entitlement or non-entitlement letter, Parent Survey and Selection form and keeps it on file in the ESL file cabinet.
11. 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.
Upon entry of ENL program the student is required by law to take the annual NYSESLAT. Students eligible to take the NYSESLAT are based on the reports generated through ATS. Reports used for NYSESLAT eligibility include and are not limited to RLAT, RNMR, RMSR, and RLAB. The administration procedures for all four testing components of the NYSESLAT are organized and executed by the testing coordinator and ENL teacher. The dates are included in the school calendar to inform the staff members of the dates of NYSESLAT administration. All four components are tested based on the allotted time table given in the Assessment Memorandum. We also ensure that students with disabilities are provided with accommodations as outlined in their individual IEPs
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. PS 56Q ensures that continued entitlement and transitional support parent notification letters are distributed by hand delivering them to the classroom teacher. The classroom teacher hand delivers the letter to the students' parent and notifies the parent to contact the ENL teacher or the school in case of any questions.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The program model offered PS 56Q is aligned with parental requests. The trend in program choices that parents have requested over the past few years has been Freestanding ENL. Among our current students we have 2 requests for TBE (Spanish and Bengali), 0 requests for Dual Language, and 82 requests for Freestanding ENL. During the parent orientations held this year 7 parents selected Freestanding ENL. We revisit parent selection forms periodically to keep track of parent choices. Once there are 15 or more students in contiguous grades for whom the parents request the same option, we will comply accordingly. Parents will be notified when this choice becomes available here at 56Q. In the mean time if any parent requests a Bilingual Program the ENL teacher contacts the Office of ELLs to inquire about the Bilingual Programs that might be available for them. We inform the parent that their child will be placed in the Freestanding ENL program and that they can petition with the NYC Department of Education for a transfer to a school providing the desired program based on language needs. In addition, the school is identifying which teachers might have Bilingual Certifications in case we need to open Bilingual Programs. Alignment between parent choice and program offering is a priority at PS 56Q and is monitored by the ENL teacher and administration.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

PS 56 Q has a freestanding ENL program based on program choice forms and number of ELL's enrolled at our school. ELL students are grouped heterogeneously and they receive integrated and standalone ENL as specified by the new CR Part 154. Students who score at the Entering level receive 360 minutes of ENL (180 minutes of standalone ENL provided by the NYS certified ENL teacher in a pull-out model and 180 minutes of integrated ENL/ELA provided in a coteaching model by the ENL teacher and classroom teacher). Students who score at the Emerging level receive 360 minutes of ENL (180 minutes of standalone ENL provided by certified ENL teacher and 180 minutes of integrated ENL/ELA provided in a coteaching model by the ENL teacher and classroom teacher). Students who score at Transitioning level receive 180 minutes of ENL (90 minutes of ENL/ELA provided in a coteaching model by the ENL and classroom area teacher and 90 minutes of standalone ENL provided by the ENL teacher). Student who score at the Expanding level receive 180 minutes of integrated ENL/EIA or content area provided in a coteaching model. Students who score at the Commanding level receive 90 minutes of ENL provided in a coteaching model. Former ELLs receive ENL services for 2 years after reaching the proficient/commanding level. Former ELLs are placed in ENL classrooms to facilitate their transitioning and delivery of instruction since the ESOL certified teacher pushes in these classrooms. In case they are in another class they are brought into the ENL classrooms when the ENL teacher pushes in to deliver integrated ENL instruction.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

In accordance with new CR Part 154, PS 56Q has structured its ENL program to provide all ELL students with the appropriate amount of ENL, ELA, and HLA. PS 56Q ensures the mandated number of instructional minutes is provided according to proficiency levels by placing the students in one classroom per grade unless the students have an IEP that requires ICT or 12:1:1 placement. Services are provided by our NYS licensed ENL teacher and dually certified classroom teacher as outlined above in (a). Native Language Support is incorporated in the instruction through bilingual glossaries, books in students' native languages, and computer translated materials. Students are encouraged to respond and write in native language if applicable.
3. Describe how core content is delivered in each program model. 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.

Content area instruction is delivered by licensed teachers, who have been involved in both internal and district/citywide professional development to meet the needs of ELL students in the classroom. They work to differentiate their instruction to facilitate the lower level ELL's comprehension. Core content is taught in English using ESL methodologies and best practices to make content comprehensible for ELLs.

Our school follows the Reader's and Writer's workshop model. The ENL teacher is invited to participate in grade meetings to facilitate planning and instruction. The ENL teacher and teachers of ELLs have common planning time to collaborate and make adjustments to instruction. Content lessons are based on grade level curriculum and language instruction is centered around linguistic demands/functions on a topic. NLA support is provided in all content areas. Students use glossaries, word to word dictionaries, buddy support, computer translated materials. Students use native language to respond to the text and complete tasks.

Students are taught academic functions (analyzing, describing, comparing, contrasting, inferencing, etc). while incorporated language lessons provide a way for grammar instruction. Students set individual goals in reading and writing (depending on the unit of study). All instruction is aligned to CCLS. Parents receive a progress report explaining the students' goals and steps we are taking to meet these goals. During our parent teacher conferences the parents discuss these goals with the teachers. Parents are encouraged and invited in various workshops through the year to help support the learning of their child, providing a bridge between home and school.

The ENL teacher works closely with the classroom teachers to deliver literacy instruction as well as to tailor additional content instruction to meet the needs of ELLs. We use scaffolding strategies and differentiated instruction based on their proficiency level and needs to accomplish their participation in grade level content. Teachers integrate reading into learning expeditions to teach content and to develop literacy skills. An anchor text or texts are chosen for read aloud's to help teach expedition content. Readers' workshop is used to teach decoding, comprehension strategies, learning expedition content, and to scaffold expedition products. Literature circle texts often relate to the expedition theme, illuminate guiding questions, and build background knowledge. Texts selected for learning expeditions include a variety of genres and primary sources. Classrooms contain libraries with an assortment

of resources, including texts related to expeditions, student-produced books, primary sources, and a range of media, genres, and levels. Conferencing with students is an ongoing practice and provides an opportunity for teachers to measure progress toward meeting and exceeding grade level standards. PS 56 staff members attend various workshops throughout the year to stay abreast of current research and strategies.

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

In Math, teachers promote flexibility in mathematical thinking by encouraging different ways to solve problems. We use the Common Core aligned program "Go Math". Teachers help students develop efficient problem-solving techniques. Students show the thinking behind their answers through numbers, words, graphs, and diagrams. Students make use of manipulatives as tools for thinking and representing. They also use glossaries, buddy support, word dictionaries to facilitate their learning.

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

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

Our current instructional program is designed to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. Classroom teachers collaborate with the ENL teacher to ensure that content presented in the English Language is made comprehensible to ELLs through appropriate application of ESL language learning methods and strategies, such as described above in the narrative. Additionally, the ENL teacher collaborates and provides PDs to RTI and related service providers to ensure that appropriate strategies, methods, and approaches are utilized during service sessions.

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

Students are appropriately evaluated in their native language by ensuring their entitlement to translated state exams, bilingual glossaries and other pertinent evaluatory materials. The ENL teacher makes sure to disseminate memos and bilingual glossaries to classroom teachers. The Spanish LAB is also used to evaluate ELLs whose home language is Spanish.

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

All of the ELLs will take the NYSESLAT in the spring. This will assess what level each has achieved in each of the four modalities: reading, writing, listening and speaking. In addition, the ELLs in the third to fifth grade will take the ELL Periodic Assessment twice a year (in the fall and the spring) to assess how they are progressing in the four modalities. This periodic assessment will pinpoint each student's strengths and weaknesses so that the teachers can know what areas to focus in when teaching the ELLs. Also, all students will be evaluated through Fountas & Pinnell assessment 3 times a year which includes running records, reading accuracy, fluency, reading comprehension; Balanced Literacy which uses guided reading and small group instruction which help to evaluate reading, writing and listening skills; teacher created exams will assess reading and math skills. All of these assessment tools will help to evaluate English language acquisition in all four modalities throughout the year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a. We currently have no SIFE students. In case SIFE students enroll at PS 56Q we are prepared to implement ESL strategies to facilitate learning. In the past we have used differentiated instruction and scaffolding strategies based on the students' needs and level. Students will receive additional literacy instruction on top of the mandated instructional minutes by the ESL teacher.

b. Our newcomers who are at different stages of language acquisition are placed in flexible groups, so they listen to the modeled language of the more advanced students while completing their tasks. Examples of differentiated instruction at the Entering/ Emerging and transitioning levels are evident in all areas of language development. The implementation

of research based reading programs "Journeys" in grade 2/3 and "Cornerstone" in grade 4 provides ample opportunities in accelerating standard academic language learning. "Journeys" and "Cornerstone" provide challenging content-based language development and learning strategies that help students achieve academic goals. In addition, all ESL classes have established a Listening Center, which will be utilized as a center during Independent Reading Periods. We use "Foundations", a phonics based program, to help our newcomers in reading. New students also use the web based site "Starfall" and Raz-Kids to help them with reading and phonological awareness.

c. We have 4 LEP students who have received services for more than three years. All 4 of these students, who also have an Individualized Educational Plan, scored at the Emerging level on the Spring 2015 NYSESLAT. The ENL teacher met with the classroom teachers and used the analysis of the 2015 NYSESLAT and ELA to identify the areas of need. Looking at this data we identified that these students are proficient in speaking but they do not do very well in reading and writing. We also identified the areas of weakness, such as making predictions, summarizing, identifying main idea and making inferences. In writing we discovered that these students lack organization skills and usage of a wide vocabulary. We created a plan emphasizing reading and writing development. During our ENL/ELA periods for these students, we will examine different genres by looking at similarities and differences, organization, style, vocabulary, and author's purpose. Using the Reader's and Writer's workshop the students initially write a joint text with the teacher and later they write independently.

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

e. Students who tested Proficient/Commanding on the NYSESLAT 2014 and 2015 will continue to receive support systems to help them succeed. These students will receive 90 minutes of ENL instruction provided by the certified ENL teacher. Most of them are placed in classrooms where the ENL teacher pushes in and they will receive language development support by the ENL teacher and classroom teachers. These students will continue to receive ELL testing accommodations for all exams as mandated.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

PS 56Q will ensure the student's academic progress has not been affected by the reidentification process by providing rigorous instruction regardless of the student's status. Also, since this year we will reorganize our literacy block these students will be placed in groups that they belong academically. The ESL teacher will monitor the process and provide services as needed.

8. 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?

All special education students are given the same instructional services as their peer general education ELLs. Our plan for ELLs who have been assessed as having special needs includes a close collaboration with the Special Education teachers to identify and work with their particular accommodations. Differentiated instructional strategies are used in the classroom to help assist the students with comprehension and understanding. Based on their IEP and collaboration with the special education teachers, instruction is tailored to meet the students' language needs as well as providing support with any cognitive needs the students might have.

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

PS 56Q uses curricular, instructional, and scheduling flexibility to meet the diverse academic and linguistic needs of ELL-SWDs within the least restrictive environment. All ELL-SWDs are placed in the least restrictive environment according to the requirements indicated on the most current IEP of each child. The ELL-SWDs whose IEPs require an alternate placement paraprofessional are assigned a bilingual paraprofessional in the classroom. Additionally, the alternate placement paraprofessional accompanies the ELL-SWD student when they receive Standalone ENL Instruction in a pull-out setting.

The ENL, special education teachers, and classroom teachers collaborate in weekly team, grade, and department meetings to discuss and share students' progress in order to ensure that each ELL-SWD is afforded instruction appropriate to his/her language and learning needs. The ENL teacher coordinates with the students IEP to teach to the students strengths. ELL students with disabilities receive ENL support and instruction based on their NYSESLAT proficiency level. The Common Core aligned curriculum is adapted to meet their needs. Instruction is provided in a variety of settings: one on one, small group, and whole class. ELL-SWDs are encouraged to participate in various educational class trips and in large school communities. Additionally, alternate placement paraprofessionals accompany ELL-SWDs to whom they are assigned to ENL instruction class.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|--|--|---|--|---|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 2 units of study <i>per week</i> (360 min.) | 2 units of study <i>per week</i> (360 min.) | 1 unit of study <i>per week</i> (180 min.) | 1 unit of study <i>per week</i> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/ELA (90 min.) | 1 unit of study in ENL/ELA or other Content Area (180 min.) | |
| FLEXIBILITY | | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services* |
| TOTAL | 360 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| STAFFING/ PERSONNEL | STAND-ALONE ENL K-12 Certified ESOL teacher | | INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies) | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. | | | | | |

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|--|---|---|--|--|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 3 units of study <i>per week</i> (540 min.) | 2 units of study <i>per week</i> (360 min.) | 1 unit of study <i>per week</i> (180 min.) | 1 unit of study <i>per week</i> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/Content Area (90 min.) | 1 unit of study in ENL/Content Area (180 min.) | |
| FLEXIBILITY | 1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services* |
| TOTAL | 540 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| AWARDING CREDITS | STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study | | INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies | | |
| STAFFING/ PERSONNEL | STAND-ALONE ENL K-12 Certified ESOL Teacher | | INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. | | | | | |

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

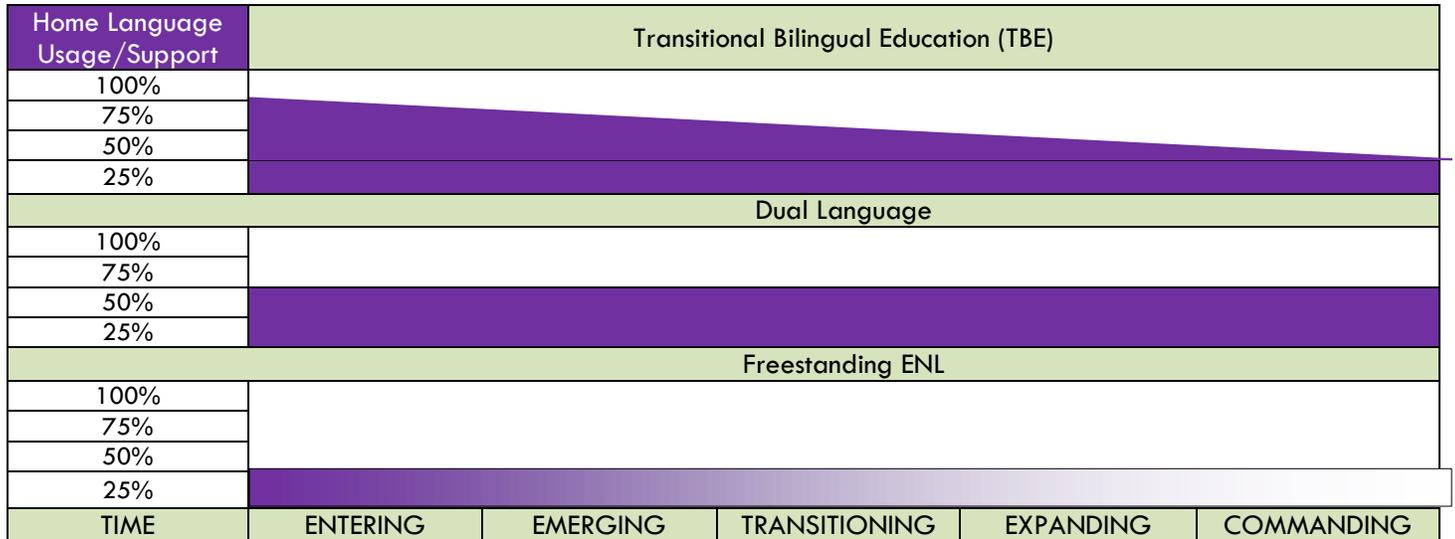


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.

Our targeted intervention programs for ELLs in ELA, math, and other content areas include collaboration with classroom teachers to identify students who need extra help or are at risk; RTI services to provide at risk students with additional support; and using STARS or other computer based programs. This year students will participate in Literacy Groups designed to target their specific needs. Most interventions are offered in English with the option of translations being made available when necessary. The ENL teacher also frequently checks with the classroom teachers and PPT members to evaluate student progress and to monitor targeted intervention for students at risk. The intervention services offered at our school range from after school programs to RTI/small group instruction in ELA and Math. Students are regularly scheduled for RTI services with experienced teachers based on their needs. Some of our targeted intervention programs for ELLs (including our ELL newcomers, ELL-SWD, and students at Expanding level) include: the Afterschool Program where they can get additional help to fulfill their needs in reading, writing and math. This year we will offer it as an after-school tutoring program for reading and math. Within their own classrooms their teachers will support these ELLs through the CCLS reading programs, Balanced-Literacy approach and Go Math Mathematics Program. The languages that these interventions are available in is in English at this time. ENL teacher and classroom teacher utilize the Spanish version of Go Math as well.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We analyze the NYSESLAT data every year to identify the strengths and weaknesses of our students and our program. During the past few years about 10% - 15% of our students have tested Proficient/Commanding in the NYSESLAT. We also use the unit assessments of our programs to assess the effectiveness of the program. The progression of language development of our ELL students can be easily seen during group work, class discussions, and other activities. Our students grow in social settings as well. They become more comfortable and proficient talking in English. They are able to establish and support friendships. Their confidence grows and they are able to take risks in academic settings. In addition, we utilize the AMAO Estimator tool to see if we meet the goals of "achieving proficiency" and "making progress".
12. What new programs or improvements will be considered for the upcoming school year?

For the upcoming school year we will continue to target full compliance with servicing our ELL population as per new changes to CR Part 154. We will start our Literacy Block where students will be grouped according to their reading levels and individual needs. The ENL teacher and classroom teachers will continue to have common planning time to facilitate collaboration and cohesion of instruction. Professional development time will be structured in a way that inquiry teacher teams will analyze the effectiveness of our literacy groupings and provide professional development for classroom teachers regarding ELL strategies. Staff members are given training in periodic professional development seminars, held both on-site and off-site, throughout the year.
13. What programs/services for ELLs will be discontinued and why?

3rd grade ESL classroom will discontinue the use of the current reading program and will implement CCLS aligned program "Journeys" which offers a more rigorous vocabulary and in-depth text analysis.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All school programs, during and after school, are open to our entire student body. ELL students have opportunities to choose classroom jobs, engage in whole class discussions, be a color guard at morning line up, be a ball monitor during recess, participate in grade level events such as the Dance Festival, multicultural events, and other activities. They are also encouraged to apply to the Afterschool program that is housed in our building. At PS 56Q we make it a priority that teachers encourage ELL students to join school programs allowing them to be involved in the broader school community. Parents are also advised of the options available to their child by the teachers or the parent coordinator.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Supplemental materials used to support ELL learning include the use of internet in the classroom, accessing vocabulary, grammar, reading, and pronunciation related websites; audio-visual presentations in the classroom, used in combination with traditional text based approaches to target all learning modalities; NYSESLAT Exam Preparation books; classroom libraries of grade-level fiction and non-fiction books; content-specific textbooks, and library resources brought into the classroom to enrich the learning experience. ENL classrooms also have audio-visual carts readily available for use to help enrich the learning environment for ELL students. All our classrooms have Smart boards which facilitate the delivery of instruction. Students are able to view videos and access online materials. All our classrooms have computers with Internet access that students could use at various times. Students access reading internet sites, listen to conversations, and use the computers to complete research projects. Our classrooms also have listening centers where students have the opportunity to listen to books on tape or CD. This is especially beneficial to our newcomers who need to work on their listening skills. All our classrooms have rich libraries of fiction and non-fiction books, picture books, dictionaries, and bilingual dictionaries. Language and grade-appropriate books and materials are available to our ELLs. Math manipulatives are available to all students and are especially beneficial to our newcomers and SIFE students so they can grasp the mathematical concepts better. We also have a computer lab that is accessible to our students for research projects and use during their allocated

Computer Lab time.

The ENL teacher and classroom teachers have all the above mentioned resources available to them including a SIFE library, bilingual glossaries, and bilingual dictionaries. The ENL teacher in collaboration with classroom teachers also created a binder of thematic units to be used with newcomers or SIFE students.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language use is encouraged in both formal and informal settings with our ESL population. Entering level students are paired with " a buddy" , transitioning/expanding students who contribute in supporting and translating with their native languages. They also provide support to the newcomers as they adjust to the new school setting. Teachers are encouraged to let their students write answers in their home language which in turn are translated by our bilingual pedagogues. Students are taught to appreciate and celebrate their home cultures through a variety of multi-cultural projects.

We offer native language support to our ELLs by offering translation dictionaries/glossaries for use in class and during the the state ELA and Math testing. We also have a bilingual paraprofessionals who assists ELL children who speak Spanish, Hindi, Punjabi, and Arabic.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

ELLs are given the same access to support services, regardless of age or grade level. The ESL teacher and classroom teachers ensure that the instruction and resources correspond to ELL's ages and grade level. This includes topics of interest, text selections, and the opportunity that students can interact with age appropriate peers. Students are grouped by grade and are serviced as mandated in CR Part 154. Classroom libraries contain a wide range of age- appropriate materials. Also, Common Core curriculum that we have implemented is according to the students' grade level. When appropriate instruction is differentiated and materials are modified to meet the needs of learners.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

As new families contact PS 56 before the beginning of the school year they are provided with a classroom supply list and a list of upcoming events. The PS56 staff also has a conversation with the families explaining the policies and expectations. They are also encouraged to contact the staff and ENL teacher in case of any questions. Throughout the school year the Parent Coordinator and PS 56 staff reaches out to new ELL families to welcome them and facilitate an easier transition. Parents of new ELLs are invited to ELL orientations and school orientations where they receive information about the programs and our school. New ELL students are paired up with a buddy (usually someone who speaks their native language) to facilitate an easier transition into our school.

19. What language electives are offered to ELLs?

We currently do not provide any language electives to ELLs.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development for all ELL staff, which consist of the ENL teacher and classroom teachers of ELLs, includes access to ELL citywide or district workshops. Training on ELL identification, placement and instructional strategies is offered to content area teachers, special education teachers, the office staff, and the parent coordinator. We will also be coordinating in house professional development to all staff (classroom teachers: general and special education, ENL teacher, clusters, paraprofessionals) regarding teaching content to English Language Learners and literacy across the curriculum. For 2015-2016 school year ELL PD sessions will be held on 11/16/2015, 12/7/2015, 01/4/2016, 02/1/2016, 03/7/2016, 04/4/2016, 05/2/2016 and 06/6/2016. Topics will include differentiated instruction for ELLs, effective literacy instruction, analyzing the language demands of tasks, building a strong Tier I, connecting content and academic language. All teachers will also engage in grade level meetings every week to analyze data to drive their instruction. Additionally, ENL teacher will attend citywide and district meetings. She is enrolled in the Queens South Borough Field Support Center ELL Instructional institute which will meet every month from October to June.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Professional development in the Common Core Learning Standards is done weekly for all teachers including ELL staff for the purpose of aligning our curriculum to CCLS. Standards are reflected as a rubric and utilized to measure the success of the students along the continuum for all CCLS adjusting for ESL students according to their language proficiency. ELL staff attends workshops offered by the district or Office of ELLs to deepen understanding of CCLS . Conferences that are Department of Education generated are available to ELL staff upon request. Teachers will engage in professional learning during the above mentioned sessions.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
At PS 56Q we emphasize college and career readiness. The ENL teacher and classroom teachers attend workshops to assist in their handling of ELL's making the transition from elementary school level to middle school setting. In 5th grade the teacher implement the use of binders to assist students who will be transitioning to middle school. All staff members including secretaries and the parent coordinator are given training in periodic professional development seminars, held both on-site and off-site throughout the year. Staff members have also been offered the opportunity to attend a variety professional development opportunities regarding ELL strategies pertaining to content specific classes.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
PS 56Q will and has committed time, energy and resources to professional development activities. Our ESL teacher is in constant contact with classroom teachers to help refine instructional strategies specifically related to ELL population. Throughout the year all staff members will attend training led by qualified personnel on-site and off-site. For 2015-2016 school year in house ELL PD sessions will be held on 11/16/2015, 12/7/2015, 01/4/2016, 02/1/2016, 03/7/2016, 04/4/2016, 05/2/2016 and 06/6/2016. Records of these meetings will be kept in the main office. In the training all teachers of ELLs will be exposed to the following topics for the school year:
 - * Differentiated Instruction
 - * Writing Strategies for ELLs
 - * Reading across subject areas
 - * Strategies to increase student achievementAs teachers work to plan collaboratively, we will continue to focus on professional development to improve students' reading and writing skills. We will continue to use inquiry teams to become more knowledgeable on how to instruct ELLs and increase their language proficiency skills through different instructional tasks.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

PS 56Q has several procedures in place to ensure that parents of ELLs understand the goals of the ENL program, the language development progress and assessment results. Since we have designated time on Wednesday mornings to parent meetings, parents of ELLs have weekly opportunities to be involved in the school community/culture. Teachers listen to parents' concerns while also focusing on the strengths families bring to the community, such as language and culture. In addition, frequent communication is published, translated, and mailed about school policies, news, and events. The parent coordinator facilitates the parent association, which meets monthly. The parent coordinator along with our teachers perform workshops specifically tailored to ELL parents. Peer volunteers will be assigned to serve as Cooperative Learning Partners to LEP students in the classroom. Bilingual para-professionals will be assigned as mandated to provide support in guided/cooperative learning activities. Bilingual para-professionals will also provide translation and interpretation as needed. Parental involvement includes Parent Teacher Association meetings, family activities, and content-specific parent outreach programs that aim to involve parents in their children's education. Question 2 Below: ENL teacher maintains records in her room on parent meeting. A log is maintained of phone call attempts and messages to document parent outreach.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs have the same opportunities as parents of other students to participate in parent association meetings, multi-cultural events, and content specific outreach workshops. We encourage parents to participate in non-academic family events to share the experience of family where language is not a barrier. We offer Multicultural Night, Mom and Me, Dad and Me, BINGO Night, the Dance Festival, and our Thanksgiving Feast. All families contribute, celebrate, and create lasting memories. We also offer a free Afterschool program for all families. This experience gives children a valuable opportunity to acquire new language and cultural skills through play and conversation with peers. Parents of ELLs attending our afterschool program are invited periodically to visit our classrooms.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS 56 Q partners with various Community Based Organizations that provide insightful workshops and services to ELL parents. Some of the Community Based Organizations are River Fund, Health First, Jamaica Hospital, and Crest Vision. These organizations provide workshops and services on housing, health, and job applications. River Fund also has interpreters who assist parents with various applications in addition to providing parents with various services. Jamaica Hospital provides workshops for parents on health issues and diet. They also provide health insurance applications for parents in Spanish as well.
5. How do you evaluate the needs of the parents? Needs of parents are evaluated on a periodic basis. A survey is distributed to parents periodically to evaluate their needs and make necessary adjustments or changes. Additionally, at individual as well as formal PTA meetings, we ask parents for suggestions on how we can support them as they support their child's education. We value their input.
6. How do your parental involvement activities address the needs of the parents? Needs of parents addressed through periodic outreach to our ELL community. These workshops are organized through our administration, parent coordinator, and teacher including ENL teacher and teachers of ELLs. These workshops are held in the evening to accommodate parents' busy schedules. Workshop topics as well as Information Session topics come from parent requests or input. These include Internet Safety, Dial a Teacher, and Multicultural Night.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted. Data in this report is as of October 22, 2015.

| School Name: _ | | School DBN: _ | |
|---|---|---------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Ann Leiter | Principal | | 10/23/15 |
| Deana Rinaldi | Assistant Principal | | 10/23/15 |
| Rosemary Giampaolo | Parent Coordinator | | 10/23/15 |
| Entela Kodra | ENL/Bilingual Teacher | | 10/23/15 |
| | Parent | | |
| Lisa Chetram | Teacher/Subject Area | | 10/23/15 |
| Alison Vasquez | Teacher/Subject Area | | 10/23/15 |
| | Coach | | |
| | Coach | | |
| Giovanna Kroboth | School Counselor | | 10/23/15 |
| | Superintendent | | |
| | Borough Field Support Center Staff Member _____ | | |
| Randy Pine | Other <u>Related-Service Prov</u> | | 10/23/15 |
| | Other _____ | | |
| | Other _____ | | |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q056** School Name: **Harry Eichler**
Superintendent:

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We conduct a survey for parents/guardians which includes written translation and oral interpretation needs. In addition, we analyze the information culled from Part III of the Home Language Survey. This past year the survey concluded that a certain number of our parents/guardians needed written translation/oral interpretation services. We will continue to collect data on our students' family needs to ease communication between PS56Q and the community. Based on the information extrapolated from the HLIS during 2014-2015 school year, 10% of our newcomer families requested communication in a language other than English.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Based on the RAPL these are the languages that parents prefer for written and oral communication: Arabic, Bengali, Chinese, Hindi, Polish, Punjabi, Romanian, Russian, Spanish, Ukrainian, and Urdu.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents that are translated are: parent handbooks (Spanish and Arabic), newsletters, calendars, parent-teacher conference announcements, after-school programs, school events, New York State testing dates. These documents are distributed to parents in a timely manner.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

PS56Q will hold two formal face-to-face parent-teacher conferences and two Meet the teacher meeting held in September, December, March, and May. Our schedule also allows us to have informal parent-teacher meetings every Wednesday morning. PS 56 staff will continue to contact parents by phone as needed.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

PS56Q will ensure that written communication is translated in a timely manner either by the Translation & Interpretation Unit or our in-house bilingual staff. The documents are forwarded to the DOE Translation & Interpretation Unit two weeks in advance to ensure timely provision of translated documents to parents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit as well as bilingual staff and parent volunteers.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our staff has been notified of the translation and over-the-phone interpretation services via email. The Translation & Interpretation Brochure has been distributed to all staff members. Staff members are reminded on a regular basis at meetings of the availability of the translation and interpretation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

PS 56Q has the required documents and posters displayed on the PTA bulletin board, security desk, and main office.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

PS 56Q will periodically survey parents to gather feedback on their experience with oral and written translation services. Findings will be discussed at staff meetings and appropriate action will be taken to accommodate any changes to the services.