

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R056

School Name:

P.S. 56 THE LOUIS DESARIO SCHOOL

Principal:

DEAN SCALI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: THE LOUIS DESARIO SCHOOL School Number (DBN): 31R056
Grades Served: PK-5
School Address: 250 KRAMER AVENUE, STATEN ISLAND, NY 10309
Phone Number: 718-605-1189 Fax: 718-605-1195
School Contact Person: DEAN SCALI Email Address: DSCALI@SCHOOLS.NYC.GOV
Principal: DEAN SCALI
UFT Chapter Leader: NICOLE NETZEL
Parents' Association President: MARISA FRANCO & VANESSA GREENBERG
SLT Chairperson: BARBARA ANN AJAMI
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A
N/A

District Information

District: 31 Superintendent: ANTHONY LODICO
Superintendent's Office Address: 715 OCEAN TERRACE, STATEN ISLAND, NY 10301
Superintendent's Email Address: ALODICO@SCHOOLS.NYC.GOV
Phone Number: 718-420-5657 Fax: 718-420-5677

Borough Field Support Center (BFSC)

BFSC: STATEN ISLAND Director: KEVIN MORAN
Director's Office Address: 715 OCEAN TERRACE, STATEN ISLAND, NY 10301
Director's Email Address: KMORAN2@SCHOOLS.NYC.GOV
Phone Number: (718) 556 - 8367 Fax: (718) 391 - 6109

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)
DEAN SCALI	*Principal or Designee	
DOREJO MOORE	*UFT Chapter Leader or Designee	
MARISA FRANCO	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	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>	
N/A	CBO Representative, if applicable	
ELLEN AZZATO	Member/ UFT	
MONICA ARCURI	Member/ UFT	
BARBARA ANN AJAMI	Member/ PARENT	
JACQUELINE SZE	Member/ PARENT	
KRISTEN RUBEL	Member/ PARENT	
TARA GOLDSTEIN	Member/ PARENT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
KIM SWANSON	Member/ UFT	
	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.

The Louis DeSario School is an elementary school with 697 students from pre-kindergarten through grade 5. The school population comprises 1% Black, 12% Hispanic, 81% White, and 5% Asian students. The student body includes 1% English language learners and 13% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2013-2014 was 93.0%. This past year our unifying theme was student engagement and building academic vocabulary through engagement. Our motto is, " " To this end we recognized, and still do, the need to engage students in the meaningful academic work of each lesson quickly and then maintain the meaningful work for the entire lesson. This promotes rigorous instruction. Our school has always performed well on State Assessments; however where we fall short is student progress. We are continuing our efforts for improvement on increasing student progress. Another area that PS 56 falls short in is increasing student attendance. Our attendance rate has always been good at around 93%, but can be better. We have seen increases in our ratings on the Learning Environment Surveys over the last few years and expect to continue the progress we have made. One area that parents feel we could improve upon is offering a more varied variety of subjects. To this end we will be offering a Theater Arts program next year. Funded solely with FSF, we look for creative ways to incorporate AIS for targeted sub groups. Each year this has become more and more challenging. We continue to look for ways to meet the needs of our special education students by flexibly programming services on an individual basis as best as possible and we are reforming typical special education services. We use volunteers from Learning Leaders to help provide needed support for students as well. Of the six elements of the Framework for Great Schools , we have made most progress in Rigorous Instruction and Teacher Collaboration . Our Key areas of focus for the 2015-2016 school year will build upon past success. We will continue to build capacity within our faculty and grow our teacher professional learning. We will work on the strategies and practices needed to further student engagement, especially for our higher level students. We have found that this subgroup is most challenging for us to maintain rigor for. We will increase students' clarity from the start through completion of each literacy lesson and to have the students self-assess/self-reflect on their own work.

31R056 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	697	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
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		93.2%
% Free Lunch	32.1%	% Reduced Lunch		11.6%
% Limited English Proficient	0.7%	% Students with Disabilities		25.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		0.7%
% Hispanic or Latino	12.2%	% Asian or Native Hawaiian/Pacific Islander		4.1%
% White	82.0%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.18	# of Assistant Principals (2014-15)		2
# 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)	0.1%	Average Teacher Absences (2013-14)		10.49
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	43.1%	Mathematics Performance at levels 3 & 4		60.6%
Science Performance at levels 3 & 4 (4th Grade)	99.0%	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		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		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
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		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	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.

After working to engage students more quickly in rigorous work including multiple access points and differentiated instruction for ability levels, we have identified a need to maintain rigorous activities and tasks for our higher ability groups. These groups usually finish more quickly and need to be challenged more. After review of our latest Quality Review we received a rating of Developing in the following areas: 1. QS #1.1, Ensuring rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to the CCLS. Specifically PS 56 needs to strengthen the design of our tasks to consistently support rigorous and engaging learning opportunities for all students. 2. QS #1.2, Develop teacher pedagogy from a coherent set of beliefs about how students learn best. Specifically strengthen teacher practice so that teachers consistently develop high level questions. 3. QS# 3.4, Establish a culture that communicates high expectations to staff, students and families. Specifically establishing a culture that communicates high expectations to the school community and provide supports to achieve them. Based on student progress results, our English Median Adjusted Growth Percentile is 53.0% and our Math Median Adjusted Growth percentile is 42.0%, both of which are approaching targets resulting in a Student Progress indicator of 27.6. Our target is nearly 20 points higher at 47.7.

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.

By June 2016, all teachers will incorporate additional ELA and MATH work to maintain rigorous student engagement for all students.

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>
<p>Enhance lesson plans to include additional time-on-task engagement for various ability levels</p>	<p>Grade level Teachers</p>	<p>June 2015- June 2016</p>	<p>Grade Level Staff will plan assist each other in creating more challenging work to maintain rigor throughout the lesson.</p>
<p>Planning tasks with various access points that extend student thinking for the majority of the lesson</p>	<p>Grade Level Teachers</p>	<p>June 2015- June 2016</p>	<p>Teachers will use planning time to adjust tasks as needed.</p>
<p>Professional Learning Communities</p>	<p>All staff</p>	<p>Sept. 2015- June 2016</p>	<p>Administration will monitor PLCs via summary sheets and attend various PLCs meetings throughout the year.</p>
<p>Observe Best Practices</p>	<p>All Staff</p>	<p>Sept.2015- June 2016</p>	<p>Administration will provide observations of best practices for staff, whiling building capacity.</p>

Part 4 – Budget and Resource Alignment

<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>											
<ul style="list-style-type: none"> • FSF • incorporate common planning each week in addition to Monday and Tuesday afternoons • Identify staff members utilizing best practices 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	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	X	Other

Part 5 – Progress Monitoring

<p>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.</p>
<ul style="list-style-type: none"> • During the first round of frequent observations, (September 2015 and October 2016) lesson plans will be reviewed for planned extensions and evaluators will look for these extensions used in class. The time frame students are engaged will be noted as well.

- During December 2015 and January 2016 observations, evaluators will look to see if planning regularly incorporates extended tasks for all ability level. Length of engagement will be monitored.

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.

After review of the last few years’ attendance rates our student attendance rate our average attendance rate falls short of 94%, which was lower than our peer group’s attendance rate of 94.8%. Looking at data for this current year, we may have seen a small gain in attendance rate; however, perhaps not meeting our goal set last year. Raising our attendance rate by just 1.4% will increase our chances of meeting our achievement goals in this area. . After review of our latest Quality Review we received a rating of Developing in the following areas: QS# 3.4, Establish a culture that communicates high expectations to staff, students and families. Specifically establishing a culture that communicates high expectations to the school community and provide supports to achieve them. Our school attendance data shows that our attendance rate was 93.4%, which is Approaching Target on the latest Quality Guide. 94.6% is Meeting Target.

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.

By June 2016, our schools attendance rate will increase by 2.4%, from 93.4% to 95.8% for the 2015-2016 school year.

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 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>Everyday attendance is monitored. Parents will continue to receive an automated message each day their child is absent. After two</p>	<p>All Students</p>	<p>Sept. 2015- June 2016</p>	<p>Attendance Committee</p>

consecutive days of absence, the attendance team makes phone calls to each student's home to see how the child is feeling. Additionally patterns of absence and lateness are reviewed and follow-up action is taken. Follow-up includes, but is not limited to, phone calls to home, house visits, and agency assistance. Three times per year, students with less than 90 percent attendance receive a letter home explaining the importance of student attendance.			
Monthly attendance reports will be used to identify students with attendance rates lower than 95% and parents/guardians will be apprised of the students' attendance. Parents/guardians and students will be notified if their monthly attendance rates increase or decline from month to month.	All Students & Parents	Sept. 2015- June 2016	Attendance Committee
Provide incentives for students who have 95% attendance rates or better during each two month period starting with the period from September through October. We will work with the PTA and outside CBOs to develop and attain incentives.	All Students	Sept. 2015- June 2016	Attendance Committee, PTA, CBOs
Maintain Attendance Board on Main Floor	All Students & parents	Sept. 2015- June 2016	Attendance Committee

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.											
<ul style="list-style-type: none"> • FSF – attendance committee • Regular attendance reports through ATS • Incentives attained via CBOs and PTA • School Messenger System 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	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	X	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.
Student attendance will be monitored daily. Attendance rates will be analyzed for trends and plotted on a monthly basis. Monthly attendance rates will be compared to our goal of 98.5%. By mid-year, February 2015, An analysis of year-to-date attendance rate will be analyzed.
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.

Professional Learning Communities or (PLCs) are an important collaborative tool to help strengthen instruction. This year was the first year our teachers and paras engaged in PLCs to a larger extent than in previous years. PLCs allow teachers and Paras the opportunity to study and learn based on a common interest of educators. The needs of “Areas of Focus” as summarized in the Quality Review section of our last School Quality Guide are as follows: Increase a culture of learning communicating high expectation. Research-based effective instruction that yields high quality student work, Rigorous, engaging and coherent curricula aligned to CCLS. We also believe in building capacity within our school. We have a large number of teachers and paraprofessionals that can be an invaluable resource for our PS 56 community of learners. In the Framework for Great Schools, one of the elements speaks to Collaborative Teachers. PLCs are effective tools to engage teachers in collaborative learning.

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.

By June 2016, all Teachers and Paras will participate in a PLC of their choice to further student performance in one of the following areas. Increasing use of academic vocabulary in writing and/or speaking, Station/teaching in centers, Hands-on games and play, Ways to increase the use of internet resources, increasing student self-reflections and self-assessment, keeping students engaged, close reading, etc.

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) <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>
<p>Teachers and Paras will identify an area(s) of study they wish to work on.</p>	<p>Teachers and Paras</p>	<p>September 2015</p>	<p>Administration</p>
<p>Teachers and Paras will identify others with a common interest to create a Learning Community with. Form a PLC.</p>	<p>Teachers and Paras</p>	<p>September 2015</p>	<p>Teachers and Paras</p>
<p>Individual PLCs will complete a PLC informational report and submit to administration. This report will summarize the target learning, the rationale for the learning, how it is expected to improve student learning, time frames for implementation, how progress will be measured, benchmarking , etc.</p>	<p>PLCs</p>	<p>September 2015-October 2015</p>	<p>PLCs</p>
<p>Creation of Informational Report to provide continuity and set clear, time-bound expectations for the PLC.</p>	<p>Administration</p>	<p>August 2015</p>	<p>Administration</p>

Part 4 – Budget and Resource Alignment

<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>FSF – utilizing Common time on Monday and Tuesday afternoons, Funding for teacher workshops and coverage of teachers to attend workshops is partly funded with T/L Vision for School Improvement Funds and partly funded through FSF funding.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	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

<p>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.</p>
<p>At least three times per year on a Monday Professional Learning time, PLCs will share out progress- to-date to the entire staff. Starting with one day early in the school year to summarize what the PLC will be studying, then once again in January and again in May.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

- 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.

Clarity (Clear Expectations) is an essential part of school improvement. Each year the school’s foci have been revised and drilled down from year to year to help provide more clarity for staff and students. To this end, we believe that students need to know what it is they are expected to do from lesson to lesson and then given time to self-assess and self-reflect upon what they accomplished. After reviewing the last Quality review we see that we were rated developing in QS #3.4, Establishing as culture for learning that communicates high expectations to staff and students. Also to align with our District’s Goal of having students become self-aware and self-assessing, we identified the following as a school-wide goal.

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–Effective School Leadership. 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.

By June 2016, all students in grade K-5 will evaluate their own progress noting their strengths and identifying next steps for their own improvement.

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>
<p>At the beginning of a unit or lesson, teachers will clarify all units and lessons. Teachers will distribute RUBRICS and or</p>	<p>All students</p>	<p>Sept.2016- June 2016</p>	<p>Teachers</p>

Checklists that provide clear expectations that students will use throughout a particular unit/lesson.			
Students will understand what is expected of them and will monitor their own progress throughout the unit/lesson against a RUBRIC or Checklist.	All Students	Sept. 2015- June 2016	Students/Teachers will monitor
Students will self-assess/self-reflect on their work based on RUBRIC or Checklist and identify their own strengths and next steps for improvement. These self-reflections will occur throughout the unit/lesson and accompany all published work.	Students	Sept. 2015- June 2016	Students/Teachers monitored by administrators

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.											
FSF Instructional Teams and Grade Level Teams Monitored during observations											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	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.
Published work will be monitored by teachers at various points throughout the year to evaluate the use of RUBRICIS/Checklists and student self-reflections. The Instructional Team will monitor student work across the grades indicating the amount of student-self-awareness and assessment. By February 2016, it is our hope that all students across the grades will be using student friendly rubrics to evaluate and reflect on their work. It is our hope that by the end of the school year that students will be identifying their own next steps for improvement based on those rubrics and established success criteria.
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 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>

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)	Early each year baseline assessments are administered. Analyzing the results of these assessments with end of year assessments from previous year, students are identified as in need of AIS. Throughout the year all students are regularly assessed for benchmarking and the list AIS students is adjusted as needed	Tier I & II RTI, Small Group, Extended Day, At-risk, Case-Study, Learning Leaders	<ul style="list-style-type: none"> • Learning Leaders - one-to-one • In-class small group • Grouping for instruction • Extended day – small group • RTI built into curriculum OST for select students	Throughout the day and during extended day and/or during OST
Mathematics	Early each year baseline assessments are administered. Analyzing the results of these assessments with end of year assessments from previous year, students are identified as in need of AIS. Throughout the year all students are regularly assessed for benchmarking and the list AIS students is adjusted as needed	Tier I & II RTI, Small Group, Extended Day, At-risk, Case-Study, Learning Leaders	<ul style="list-style-type: none"> • Learning Leaders - one-to-one • In-class small group • Grouping for instruction • Extended day – small group • RTI built into curriculum OST for select students	Throughout the day and during extended day and/or during OST
Science	Early each year assessments and student observation are used to identify students in need of AIS. Throughout the	Tier I & II RTI, Small Group, Extended Day, At-risk, Case-Study, Learning Leaders	Most ELA lessons are of science or social studies topics. built in RTI In class small group work Extended day – small group	Throughout the day and during extended day and/or during OST

	year students are assessed for benchmarking and the list AIS students is adjusted as needed			
Social Studies	Early each year assessments and student observation are used to identify students in need of AIS. Throughout the year students are assessed for benchmarking and the list AIS students is adjusted as needed	Tier I & II RTI, Small Group, Extended Day, At-risk, Case-Study, Learning Leaders	Most ELA lessons are of science or social studies topics. built in RTI In class small group work Extended day – small group	Throughout the day and during extended day and/or during OST
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who were receiving at-risk services in previous year are followed-up with at the start of the new year. Teachers may and parents may recommend At-risk services for students as well.	Social, emotional and behavioral supports based on individual need	Support is offered on a one-to-one basis or small group May also be offered after school through OST	Throughout the day and during extended day and/or during OST As needed on emergency basis

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section 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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 56, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 56 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-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)

PS 56 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:

- 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

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 31	Borough Staten Island	School Number 056
School Name The Louis DeSario School		

B. Language Allocation Policy Team Composition

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

Principal Dean Scali	Assistant Principal Dianna DeRose & Joseph Bonomi
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Julie Maltese	School Counselor Angela Pellechia
Teacher/Subject Area AnneMarie Farah/iep	Parent Vanessa Greenberg
Teacher/Subject Area N/A	Parent Coordinator Nancy Falcone
Related-Service Provider N/A	Borough Field Support Center Staff Member N/A
Superintendent Anthony Lodico	Other (Name and Title) N/A

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	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	670	Total number of ELLs	5	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" 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

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	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								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	5	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	4	0	0	1	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
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: _____
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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	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	0	1	0	0	1	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other N/A														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)	1		1											0
Emerging (Low Intermediate)	1													0
Transitioning (High Intermediate)														0
Expanding (Advanced)		1				1								0
Commanding (Proficient)														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 AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								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	1	0	0	0	0	0								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					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									0
4									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									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:

- 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.
 P.S. 56 uses a variety of assessments including TCRWP, DRA and Teacher created assessments to assess early literacy skills of our ELLs. This data provides insight into ELLs reading, speaking, writing and listening levels. This data helps inform our school's instructional plan by determining if the students are on grade level or if they need remediation to reach grade level. If a student is below grade level they will participate in small groups with skill based lessons until they master the skills needed to reach grade level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Due to the current low population of ELLs at P.S. 56 there are no significant data patterns across proficiency levels on the NYSITEL or NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 NYSESLAT modalities are not currently available in ATS, They usually do show patterns that can affect instructional decisions. The instruction incorporates student's deficiencies in each modality to ensure the students are exposed to the modalities they have not mastered. Data displays information about Annual Yearly Progress (AYP); it can show if the student made gains in each modality, did not move, or decreased.
- 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?
 Currently, P.S. 56 has an English as a New Language program (ENL).
 - Due to a low enrollment of ELLs at the present time there are not clear patterns across proficiencies and grades. Past data has revealed that there is a correlation that scores increase based on year in ENL; not grade level. Currently students have not chosen to take the State Tests in a language other than English; there scores are consistent with their English proficiency.

- b. The data from the ELL periodic assessment will be shared with the classroom teachers. The results give teachers a more in depth look into what skills ELLs have mastered and what skills need to be reinforced with small group (AIS) in the classroom.
- c. We are awaiting Periodic Assessment Data at this time for one student who has been promoted to 6th grade.
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*.] P.S. 56 has used the Mondo program for Response to Intervention (RTI) for grades K-5. Currently the school uses the RTI contained in ReadyGen curriculum in grades K-5. ReadyGen has an RTI identification component built into the assessments. These assessments determine grouping. The groups are formed based on which students did not master the lesson and which students mastered the lesson. RTI strategies are used to provide the building blocks needed to master the lesson, as well as, enrichment to the students who have mastered the lesson.
6. How do you make sure that a student's new language development is considered in instructional decisions?
A child's second language development is always considered in instructional decisions. Based on a student's ENL level (Procient, advanced, intermediate, or beginner) instruction will be altered to meet the needs of the student. Extra support is provided by the use of visual aids and collaboration between classroom teacher and ENL teacher. Vocabulary development will depend on a student's language development and will determine what tier words students are exposed to (Tier 1, 2, and 3 words). Different points of entry will also be used in instruction depending on the student's language development.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - 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).
Success of programs for ELLs is evaluated by formal and informal assessment. Writing pieces and reading levels are used to informally assess student growth. The NYSESLAT modality breakdown is used to determine if a program is successful. If a student is lacking in a particular modality the program may need more instruction and practice in that area. This is when the teacher and ENL teacher use ENL teaching strategies and incorporate other instructional materials to aid in the students success

Part IV: ELL Identification Process

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

- 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.
P.S. 56 is dedicated to properly identifying, testing, and serving its ELL population. The home language survey (HLIS) is administered when a new student enters the School system for the first time. The ENL Teacher assist with kindergarten registration to provide an informal oral interview with the student and parent, as well as, filling out the formal initial HLIS form. The ENL Teacher also administers the NYSITELL to determine English proficiency level. Students that Speak Spanish at home that do not score below proficiency on the NYSITELL are administered the Spanish LAB-R to determine language dominance. Translations are available during the ELL identification process. P.S. 56 has pedagogues that are bilingual in Spanish, Russian and Arabic and provides translation for any other languages needed during the ELL identification process.
- 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).
Students with Interrupted/Inconsistent Formal Education are identified at registration. Parent and student are interviewed and necessary forms completed, which may include HLIS. Classroom teachers assess student's ability in reading and math within the first few days of enrollment. Instruction is modified and adjusted as needed and may include, small group, 1:1 instruction.
- 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).
Newly enrolled students with IEPs are interviewed along with their parent by ENL teacher and IEP teacher. Appropriate placement is determined and students progress is monitored closely.
- 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.
Entitlement letters (native language and English) are sent home with the student in their homework folder. The homework folder is checked the next day to ensure the parent received the letter. If the letter is still in the homework folder, it is taken out and mailed to

the residence. Parent Surveys and Program Selection forms are filled out at the orientation meetings and returned to the ENL teacher at the meeting. If the parent could not attend the meeting or a make up meeting, the forms are sent home with the student in their homework folder along with a link to the online parent orientation video at <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm>. If the form is not returned the forms are sent to the residence by mail, if they do not return the forms to the school up to three phone calls are issued to the parent to determine program choice. If the parent can not be reached the default of bilingual is selected for that student.

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).

After parents attend the orientation meetings any and all questions are answered. Parents are also given this NYCDOE website <http://schools.nyc.gov/Academics/ELL/FamilyResources/ELL+Programs.htm> for more information.

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.

P.S. 56 ensures that parents understand all three program choices. Once a student is identified as eligible for services (scores below proficiency on the LAB-R), parents are notified by entitlement letter sent home in the students homework folder (translated letter if needed), parent survey and program selection form, placement letter, and a letter informing them when to attend an ELL orientation. The orientation consists of the ENL teacher discussing the three program options listed on the parent selection form, English as a New Language (ENL), Transitional Bilingual Education (TBE), and Dual Language (DL).

At the orientation parents view a video in the native language describing each of the three options. Parents complete the program selection and parent survey forms, to determine the program they prefer for their child. Program Selection and Parent Surveys are returned after orientation. All forms are filed and stored at P.S. 56 in a parent selection section in an ENL record keeping binder. Parent Program Selection is entered into ATS. If forms are not returned they are sent to the residence by mail, if they do not return the forms to the school up to three phone calls are issued to the parent to determine program choice. If the parent can not be reached the default of bilingual is selected for that student.

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.

If forms are not returned they are sent to the residence by mail, if they do not return the forms to the school up to three phone calls are issued to the parent to determine program choice. If the parent can not be reached the default of bilingual is selected for that student.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

If forms are not returned they are sent to the residence by mail, if they do not return the forms to the school up to three phone calls are issued to the parent to determine program choice. If the parent can not be reached the default of bilingual is selected for that student.

9. Describe how your school ensures that placement parent notification letters are distributed.

Entitlement letters (native language and English) are sent home with the student in their homework folder. The homework folder is checked the next day to ensure the parent received the letter. If the letter is still in the homework folder, it is taken out and mailed to the residence. A phone call home is placed as well reminding the parent to be on the lookout for these documents.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Due to the small number of ELLs at PS 56, copies of all documentation are maintained by the ENL teacher in the ENL Binder stored in the ENL teachers office.

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.

The ENL teacher also determines NYSESLAT eligibility by checking the RNMR, RLER, and RLAT reports in ATS. After determining eligibility the ENL teacher makes a schedule with the test coordinator to ensure that all ELLs take the four components of the NYSESLAT. All four parts of the NYSESLAT are administered in a separate location on different days within the testing window by grade. The NYSESLAT is administered to determine ELL proficiency or ENL level. All ELLs are tested in listening, speaking, reading, and writing sections of the NYSESLAT. If the ENL teacher should not be present when ELLs need to be identified, and tested, a trained pedagogue, such as the test coordinator and/or Assistant Principal are responsible for these duties.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

All notifications are sent home with the students and checked the next day for distribution. If documents have not been removed from students' folders, the documents are then mailed, followed up by phone conference.

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).

After reviewing Parent Surveys and Program Selection forms for the past few years ELL parents have requested ENL programs as their first choice. For example; this school year our five students' parents have selected ENL programs as their first choice.

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.

ENL services are provided as a combination of push-in, pull-out. We use a push-in model for ELLs that can perform on grade level. In a push-in the ENL teacher collaborates with the classroom teacher using ENL methodologies in teaching to meet the needs of the ELL students. We use a pull-out model due to the fact that some ELL students need individualized instruction and differentiated lessons to meet their needs.

As discussed above, Push-in/pull out services are provided by certified English as a New Language teacher. This teacher is a certified trained teacher who provides instruction in English using ENL methodologies and scaffolding. In order to maximize English acquisition for the ELL's, the ENL teacher and classroom teacher coordinate their efforts during ELA blocks as often as possible.
 - 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)?

P.S. 56 has an English as a New Language (ENL) program. All staff, including administration, classroom teachers, and service providers are aware of their ELL's NYSESLAT and Lab-R and or NYSITELL scores that determine their proficiency level. All ENL students that are at an advanced level receive 180 minutes of ENL service per week and all ENL students that are at a beginner and intermediate level receive 360 minutes of ENL per week. Starting this new year, all students that have tested out of the ENL program will still be supported at least 90-180 minutes per week. Administrators have a copy of the ENL teachers schedule ensuring they students are being serviced properly as per Chancellors Regulations Part 154.
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 is delivered in English. ELLs are given bilingual glossaries to support content areas in their native language. Content areas such as social studies and science are incorporated into literacy, mathematics, technology, and art whenever possible. Teachers often collaborate to teach units to develop a cohesive learning environment for students and increase their depth of knowledge. The ENL teacher reinforces content with the students through the use of visual aids, vocabulary, manipulatives, and additional materials as needed.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are usually evaluated in English; however, ELLs are evaluated in their Native Language for the New York State Math assessment if they choose not to take the Assessment in English. In addition, Spanish speaking ELLs are evaluated using the Spanish Lab-R if they scores below the English Lab-R cut score.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are exposed to lessons that are comprised of all four modalities of English acquisition: listening, speaking, reading, and writing. The new CCLS ensures that all modalities are met, as well as, the integrating language standards; which are very beneficial to ELLs. Assessments (informal and formal) incorporate the four modalities. Assessments build from listening and speaking to increase oral language to advance to reading and writing. The NYSESLAT rubrics are often used as a standard to ensure ELLs are advancing and a serve as a useful tool to monitor their progress.
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

Differentiating instruction for ELL subgroups is vital in their learning.

- a. SIFE students are closely assessed to identify where the gaps in their learning are. SIFE students are taught the CCLS according to their grade and English proficiency. Lessons are modified for them.
- b. New comers that have been in a U.S. school less than three years are taught the CCLS and it is modified to their English proficiency. Oral language, phonics, and vocabulary are strongly enforced for new comers and reinforced in the classrooms.
- c. ELLs receiving service for 4-6 years need to be monitored closely and may be candidates for mediation such as the Response to intervention (RTI) model. They should be assessed often to identify areas of growth and areas to be improved. Lessons aligned to the CCLS build from the information they have not mastered.
- d. Long-term ELLs need to be monitored closely and may be candidates for mediation such as the Response to intervention (RTI) model. These students may be bilingually evaluated to determine if language or a disability is impeding their ability to reach English proficiency. If the student has an IEP, the differentiation is based on the student's goals. The student should be assessed often and lessons should build from the information they have not mastered aligned to the CCLS within their IEP goals. Lessons also scaffold to support students and maintain their language strategies for reading, writing, listening, and speaking. The lessons are modified for the student to better understand grade level and complex texts.
- e. Former ELLs still receive ENL test modifications as well as additional ENL support for two years after passing the NYSESLAT. They are also monitored closely by their classroom teacher, the ENL teacher is always available to offer extra support to former ELLs when needed. Former ELLs are often placed in a classroom with current ELLs, so the ENL teacher is easily accessible to them within the push-in model.

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.

All students that may be re-identified will be informally & formally assessed right away. Classroom and ENL teacher will observe students and identify the students' strengths and weaknesses.

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?

PS 56 is now using the core curriculum materials provided by the DOE. ReadyGen and GoMath are programs that allow teachers to use multiple entry points for all students including ELLs and SWDs. Teacher also use teacher created materials and additional resources and all staff, teachers and paras engage in professional development and Professional Learning Communities to improve delivery of instruction to all students.

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?

Various instructional materials are used to support ELLs. ELLs are exposed to materials such as visual aids, glossaries, books aligned to their level. The new programs, ReadyGen and Gomath have an ELL component built in for ELLs. Furthermore technology is used through Smart boards with computer based interactive lessons for literacy, math, science and social studies. In addition to the use of smart boards, computers are used by students when attending a technology cluster. E-chalk is always a viable resource for ELLs to access school information in their native language. PS 56 is committed to flexible programming where by students needing special needs services are provided services in such a way to maintain instructional rigor and providing low-risk environments for all students to work toward their goals.

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.

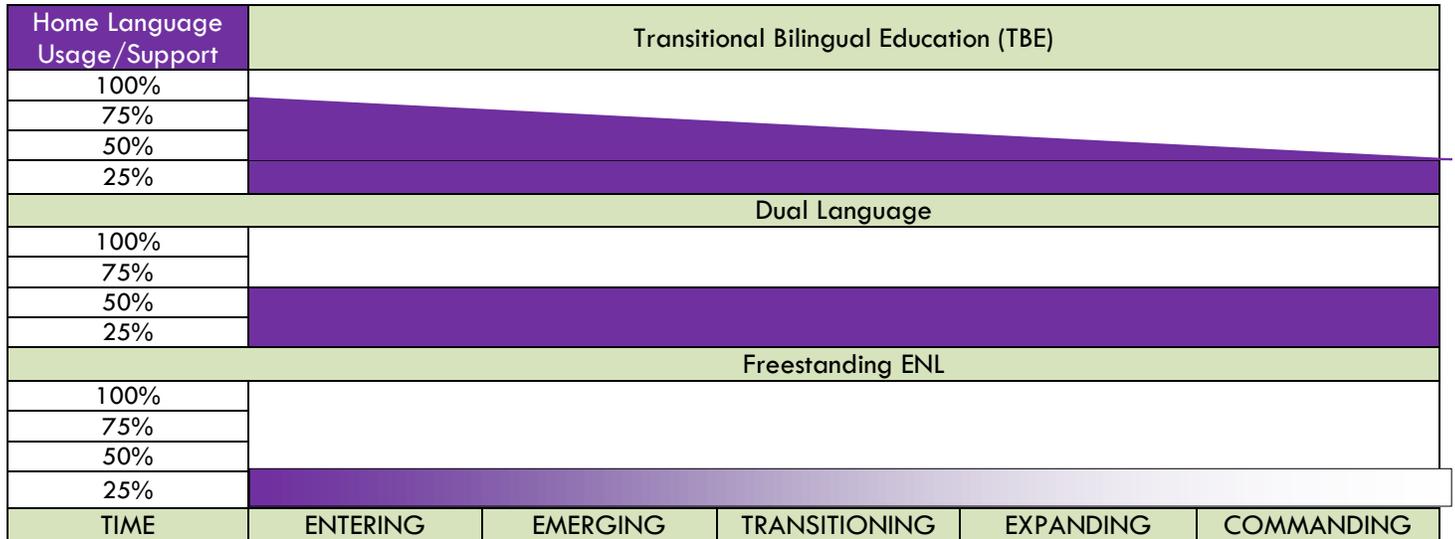


*Note “other approved services” does not apply to New York City at this time.

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 program continues to follow an RTI model. GoMath and ReadyGen have tier one, two, and three student intervention books to use with the students that did not master the skill in the lesson. Students are frequently assessed before, during and after lessons and units to monitor student progress. Some students attend SETSS for intervention in ELA and Math in a small group to master the skills they need. Students programs are adjusted as needed to accommodate their learning needs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program seems to be working effectively across all subgroups; however, with SWD's making more progress than most. 80% of all ELL students were promoted as well.
12. What new programs or improvements will be considered for the upcoming school year?
We are considering an early intervention reading program called Reading Rescue for the fall.
13. What programs/services for ELLs will be discontinued and why?
No programs/services are expected to be discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are part of our school community and have equal access to any and all curriculum, programs and services that are offered at PS 56. Our After School program takes all students based on a first come first served basis and the program works with staff to help extend learning throughout the after school program.
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.
Various instructional materials are used to support ELLs. ELLs are exposed to materials such as visual aids, glossaries, books aligned to their level. ReadyGen and GoMath have a component built in for ELLs. Technology is used through Smart boards with computer based interactive lessons for literacy, math, science and social studies. In addition to the use of smart boards, computers are used by students when attending a technology cluster. E-chalk is always a viable resource for ELLs to access school information in their native language.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is delivered in our ESL program by the use of content area glossaries and bilingual dictionaries. In addition books are provided in the student's native language to support literacy at home.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All service providers and classroom teachers collaborate to best support all ELLs. Often classroom teachers and service providers will share materials to reinforce a lesson through different points of entry. All teachers of ELLs are all aware of the age, grade level, and language proficiency, so they can best assist students in reaching language proficiency and IEP goals.
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).
Newly enrolled ELL students meet with the ENL teacher at registration. An informal interview is conducted as well as assistance in filling out the home language survey. Parent of Lab-R eligible ELLs will be informed that their child will be tested for ENL services and results will be sent home with their child within the first 10 days of school. At this time the parents are able to ask any questions they may have to the ENL teacher regarding their child. Parents are given as much information as possible in their native language and school memos are translated before sending documents and memos home. Students are carefully placed in classrooms where other students may be able to assist each other as well.
19. What language electives are offered to ELLs?
No language electives are offered at this time.
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 - P.S. 56 does not have a dual language program.

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.)
The ENL teacher attends the Division of School Support and Instruction professional development meetings provided by the district and meetings by the office of English Language Learners when applicable. The ENL teacher and the Assistant Principal attend professional development meetings and turn-key the information to classroom teachers. Our ENL teacher has attended the following PD's: Special Ed and ENL collaboration meeting, LAP Technical and "Who you need to know to help your child with dyslexia and learning challenges. The classroom teachers will continue to attend all mandated ENL professional development hours as needed.
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?
Teachers are informed when professional development is available for teachers of ELLs. They are invited to attend professional development regarding the new Common Core Learning Standards (CCLS) as applicable. The teachers are all invited to attend continuing PD on GoMath and ReadyGen and familiarize themselves with the RTI model and ELL component within these programs. Our ENL teacher will also assist in developing best practices for teachers of students with ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
P.S. 56's Administration and Middle School Administrators set up a 5th grade visit to their feeder middle school, I.S. 34. Educators and Assistant Principals from I.S. 34 provide a 5th grade orientation to explain the articulation process, increase understanding of the expectations for the transition from elementary to middle school, and the gain knowledge of the instructional choices offered for all of our 5th graders as they enter middle school. The parent coordinator maintains our school website with important information and dates and this information is available in nearly all languages.
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.
All teachers are aware of the hours of ENL training required. PD opportunities are made available to staff as they become available. Certificates of attendance and completion in workshop hours are copied and maintained in teacher records.

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?

P.S. 56 provides opportunities for parents, including parents of ELLs. P.S. 56 offers various parents workshops, in many areas including, but not limited to, early reading intervention, ELA and Math Assessment, etc. Listed below are examples of opportunities for all parents, including ELL parents.

The school provides standard based ELA and New York State Mathematics testing preparation and informational workshops. Parents are offered a, "Help Your Child Learn to Write", workshops for Pre-K-1st grade. This workshop is designed to address the needs to how to teach your child letters, sounds, how to transition into spelling and the importance of word spacing.

P.S.56 also holds assessment workshops for grades 1-5. These workshops aid parents in understanding what types of assessment are being used by the city and state. The workshops provided parents with strategies to help with their children with their educational needs. PS 56 provides support and guidance on accessing on-line tools such as ARIS to monitor their child's scores for progress and identifies areas for improvement.

Moreover, P.S. 56 is actively involved with "Learning Leaders". Learning Leaders come to P.S. 56 for a parent support based workshop to implement training to parents in order to help their child and other children within the school with reading, writing, and math skills. Learning leaders are often assigned to students identified as at-risk.

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. P.S. 56 is actively involved with "Learning Leaders". Learning Leaders come to P.S. 56 for a parent support based workshop to implement training to parents in order to help their child and other children within the school with reading, writing, and math skills. Learning leaders are often assigned to students identified as at-risk.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We will be looking for additional opportunities to provide worthwhile parent workshops to all parents including parents of ELLs.
5. How do you evaluate the needs of the parents? Often times parents will communicate to teachers where they need support in to help their children. Periodically surveys are used to gather information from parents as to their needs and concerns regarding curriculum supports.
6. How do your parental involvement activities address the needs of the parents? Depending on the needs, PS 56 tries to provide information & support in terms of workshops, translation issues, and via PTA functions and activities.

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.

In addition to academics P.S. 56 is committed to providing a well-rounded educational experience to all students' including ELLs. Fundraising to give back to the community is the spirit the P.S. 56. Students use their literacy and math skills during the fundraising process for organizations such as, Penny Harvest, City Harvest, Food Drives, etc. Beyond being a good citizen this gives students the chance to learn a multitude of skills, such as writing announcement speeches given orally over the morning using the PA system, writing formal speeches for ceremonies, graphing and charting money raised, and learning about content such as social studies and science. These activities are especially beneficial to ELLs because it gives them a chance to be a part of a hands on approach to learning and reinforces language development. Such activities motivate students to exercise their language skills in a purposeful way and better prepares their development of the English language.

Part VI: LAP Assurances

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)
Dean Scali	Principal		
Dianna DeRose/Joseph Bonomi	Assistant Principal		
Nancy Falcone	Parent Coordinator		
Julie Maltese	ENL/Bilingual Teacher		
Vanessa Greenberg	Parent		
Anne Marie Farah	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Angela Pellechia	School Counselor		
Anthony Lodico	Superintendent		
Kevin Moran	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 31R056 School Name: The Louis DeSario School
Superintendent: Anthony Lodico

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.

Throughout the school year parents of all new ELL students are surveyed at point of registration into the school to ascertain which language they would prefer to receive school communication in. 'Interpretation Services Available' signs are visible in the main office in several languages informing parents that translation is available if needed. In addition, administration, and parent coordinator reach out to the parents upon entry. Parent workshops are made available for all parents. Accommodations for the parents of ELLs are always provided and implemented.

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.

At this time the only language other than English for both written and oral communication is Spanish.

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.)

Throughout the year documents; not limited to, Family Welcome, PTA notices, handbooks, events, conference notices, testing dates, etc. are translated and included with English versions. Our website will also be populated with this information and has the ability to automatically translate this information in the Native Languages.

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.

Formal and Informal face to face meetings occur throughout the school year. Parent Orientation/Conferences occur four times per year, Typically september, November, March and May. Regular Monthly PTA meetings are held on the second Wednesday of each Month. Two to three parent workshops are also offered usually November through January. Various family events occur as well, such as Halloween Parade & Dance at the end of October, Valentine's Day Dance in February and Carnival in June. Phone calls to parents from teachers and counselors occurs as needed. Often translation is needed and obtained.

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.

Translation needs are met in a variety of ways. With written documentation, the Translation Unit may be used to translate documents. Many times documents will be translated in-house when necessary. Documents and notices may be uploaded to our website that has the ability to translate English versions into native languages. Oral communication needs are met by in-house staff and/or the Translation and Interpretation unit.

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.

Oral communication needs are met by in-house staff and/or the Translation and Interpretation unit. Outside vendors have been called upon to provide translators as needed.

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 school presents this information at faculty conferences and sends reminders through our in-house email system. Translation unit cards are conveniently placed near office phones for staff access.

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

Welcome signs are placed at the entrance in at least all nine of the most frequently spoken languages of families at DOE sites. Parents' Bill of rights will be issued at enrollment for all identified ELL students. Parent's Guides to Language Access, as well as, ID guides will be available at the 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)

Our ENL teacher will reach out to families of ELL students on a regular basis to see how we can better assist them and help to increase their involvement in our community.