

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**10X056**

**School Name:**

**P.S. 056 NORWOOD HEIGHTS**

**Principal:**

**MAUREEN O'NEILL**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: P.S. 56 the Norwood Heights School School Number (DBN): 10X056  
Grades Served: K - 5  
School Address: 3177 Webster Avenue  
718-696-6430 Phone Number: Fax: 718-696-6437  
School Contact Person: Maureen O'Neill Email Address: [mbyrneoneil@schools.nyc.gov](mailto:mbyrneoneil@schools.nyc.gov)  
Principal: Maureen O'Neill  
UFT Chapter Leader: Mary Goldman  
Parents' Association President: Carrie Rivera  
SLT Chairperson: Maureen O'Neill  
Title I Parent Representative (or Parent Advisory Council Chairperson): Ramuna Roopnarain  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: \_\_\_\_\_  
Director's Office Address: 1 Fordham Plaza  
Director's Email Address: [jruiz@schools.nyc.gov](mailto:jruiz@schools.nyc.gov)

Phone Number: 718-828-7776 Fax: \_\_\_\_\_

## 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)
Maureen O’Neill	*Principal or Designee	
Mary Goldman	*UFT Chapter Leader or Designee	
Carrie Rivera	*PA/PTA President or Designated Co-President	
Mary Ramirez	DC 37 Representative (staff), if applicable	
Ramuna Roopnarain	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mary F. Finn	Member/ Assistant Principal/BRT Leader	
Diane Hogan	Member/ Assistant Principal	
Jessica Rolon	Member/ PA Co-President	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Erica Henao	Member/Treasurer	
Elizabeth McGill	Member/ Respect For All Teacher	
Maribel Morejon	Member/Secretary	
Sanjida Sadat	Member/PA	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 56 – The Norwood Heights School is an elementary school grades K through 5 with 690 students presently enrolled of which 81% are Title 1 eligible. Our rich diversity is represented by 25% Asian, 8% Black, 58% Hispanic, and 8% White students. This is inclusive of 16% English Language Learners and 18% students with Individual Education Plans (IEPs).

As a school community, we are guided by our belief that we must all strive to be better than our last best. We recognize that student achievement is strongest when all elements of the Framework for Great Schools are deeply embedded in school life. Through effective school leadership, we will continue to focus on strengthening and building upon all the elements. Reviewing historical data on a continuum informs the planning and development of goals to establish higher expectations for teacher capacity and student outcomes. This includes school staff, parents and students.

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

Since 2009, students in grades 3, 4 and 5 have participated in the interactive reading comprehension program Achieve3000. This program is aligned with the Common Core Learning Standards (CCLS), and college and career readiness is embedded in the analysis of student data. The program differentiates for a range of reading levels, but maintains grade level non-fiction content. The program reflects instructional shifts in learning each year and is available to parents. Workshops are given to parents to support their children's participation in this program. The program is accessible to children both at home and in school, including weekends and summer months. Since 2004, our students in grades K-5 have participated in the Junior Great Books program. This program is designed to strengthen higher order critical thinking skills, through a shared inquiry discussion. Parent workshops are given by staff and students demonstrating the shared inquiry process.

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

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

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

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

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

#### Impact of this work, thus far:

The 2014-2015 NYC School Survey evidence:

- 97% of parents and teachers indicated that there is rigor in instruction.
- 96% of parents and teachers indicated that there is safety and order at P.S. 56.
- 98% of parents parent and teachers indicated that there is culture of trust among the entire school community.

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

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

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

- The P.S. 56 2015 NYS tests data indicated that all students, including the lowest performing students, showed excellent improvement on the NYS English and the NYS Math tests.
- The 2015 NYS ELA and math tests data indicates that 36.7% of our students met State standards on the State English test, as compared to the City average 30.4% and the District average 18.4%, and 50.5% of our students met State math test standards, as compared to City average 34.5% and the District average 22%.

- Our P.S. 56 2013-2014 School Quality Snapshot indicated that our English Language Learners, Students with Special Needs and our Lowest Performing Students made excellent improvement by student group in closing the achievement gap in both the State English and State math tests compared to other students who scored at the same level last year. The 2014-2015 data is not available yet. This will be updated in the mid-year benchmark progress report.
- The results of our 2014-2015 Quality Review reflect that P.S. 56 is well-developed for all indicators rated.
- To date, the impact has been positive student engagement, with increased instructional time. Academic progress will continuously be measured within specified time frames.

The dedication and love of the entire P.S. 56 school community to the children we serve and our school-wide commitment to academic excellence are never compromised. We continue to remain true to our mission statement “ to educate the whole child, develop his/her self-esteem, social responsibility, sense of community, values, mental and physical health, citizenship, and instill a lifelong love of reading and learning. We will accomplish our mission through cooperative planning, both short and long-term, parent and community involvement, meaningful staff development, and respect for all members of the P.S. 56 community. It is our goal to make our school an exciting place to learn and work ”, regardless of the challenges that may be present. It is our goal that every child attending P.S. 56 feels well-known and respected by our staff. Our data has a face – the faces of our students. With the continued strong home-school connection, these faces will be both college and career ready, as well as productive, critically thinking adults in the future.

## 10X056 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	664	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	81.4%	% Attendance Rate		92.0%
% Free Lunch	77.0%	% Reduced Lunch		1.7%
% Limited English Proficient	16.1%	% Students with Disabilities		18.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		8.3%
% Hispanic or Latino	58.0%	% Asian or Native Hawaiian/Pacific Islander		25.0%
% White	8.3%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	13.75	# of Assistant Principals (2014-15)		3
# 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)		7.68
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	37.8%	Mathematics Performance at levels 3 & 4		53.3%
Science Performance at levels 3 & 4 (4th Grade)	82.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
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.

In order to continue the student exemplar growth, as noted in our well-developed Quality Review, we have conducted an analysis of student performance data on all grade level assessments. It was determined that specific plans for screening and providing tiered instruction and interventions for students at-risk would help ensure a culture for learning in every classroom.

### Part 2 – Annual Goal

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.

**Goal 1: By June 2016, through school-wide differentiated instruction that is aligned with the Common Core Learning Standards, students at-risk (students who achieved level 1 in ELA) will demonstrate growth towards achieving higher standards as measured by a 10% increase in achievement on the 2016 NYS ELA assessment as compared to the previous year by students who were a level 1.**

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Students will continue to receive academic intervention services through the use of the following research-based reading programs: Voyager Learning Ticket to Read and Junior Great Books (Grades K-5), Great Leaps and SRA (Grades 2-5), Achieve3000 (Grades 3-5), Award Reading Program (all students grades K through 3 and Students With Disabilities grades 4 and 5), Core Knowledge Literacy Skills Lessons (Grades K-2) .</p>	<p>All students K – 5, including ELLs and SWD</p>	<p>September 2015 through June 2016</p>	<p>Administration, Classroom Teachers, Service Providers, Staff Developers, Intervention Specialists, and Data Specialist</p>
<p>Student progress and next steps in planning and instruction will continue to be communicated school-wide. All service providers continue to be responsible for the ongoing communication of student progress and next steps in planning and instruction to all stake-holders, including students, teachers and parents. Administration monitors all written and oral communication.</p> <p>Personal Intervention Plans will be recorded in the Norwood Heights School Google documents and will continue to document student progress through student’s response to interventions, while also including interventions and next steps. This resource is a living document that provides important student data and allows ongoing communication with administrators, classroom teachers, parents and students.</p>	<p>All students K – 5, including ELLs and SWD</p>	<p>September 2015 through June 2016</p>	<p>Administration, Staff Developers and Data Specialist</p>
<p>Saturday Academy Program addresses students’ individual learning needs, while utilizing student assessment data to provide differentiated small group instruction each week.</p>	<p>Students in grades 2, 3, 4, and 5, including ELLs and SWD</p>	<p>October 2015 through June 2016</p>	<p>Administration, Classroom Teachers, Service Providers, Staff Developers, Intervention Specialists, and Data Specialist</p>
<p>Ongoing professional development for general education teachers, self-contained special education teachers, special education service providers, paraprofessionals, and Intervention Specialists that includes a focus on Achieve3000, Junior Great Books and Award Reading</p>	<p>All pedagogy</p>	<p>September 2015 through June 2016</p>	<p>Administration, Staff Developers and Data Specialist,</p>

<p>programs will continue to emphasize the relationship between data analysis and differentiated instruction, facilitated by program representatives, coaches and teachers with expertise. Professional Development to specifically support our SWD was given for all staff (for example: Sensory Integration, and strategies to support students classified Autism Spectrum Disorder (SWD) and/or Attention Deficit Hyperactivity Disorder (ADHD).</p>			<p>School Psychologist and Related Service Providers.</p>
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>1. During school, Before and After School Programs, Saturday Academies will be planned and implemented to meet all students’ needs.</p> <p>2. Planning and articulation time will be built into each program to allow teachers to document, analyze and share data on student progress, common needs and next steps.</p> <p>3. Using formative and summative student assessment data, the math coach, AIS teacher and the instructional assistant principal work with the teachers and administration to develop differentiated materials that support Saturday Academy Program.</p> <p>4. Scheduled professional development on Chancellor’s Days and throughout the school year designed to inform teachers of available resources and strategies, and how best to use them, to support instruction and differentiated needs of students.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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>1. Response to Intervention (RtI) is measured every 10<sup>th</sup> day of instruction to assess progress, lack thereof, and next steps. It is expected that by February 2016 (mid-point benchmark) students will have moved towards the next Developmental Reading Assessment (DRA) level.</p> <p>2. Communication of students’ progress, needs and next steps to all stakeholders will enable successful RtI.</p> <p>3. Frequent ongoing assessment to show growth in each content area.</p> <p>4. Student stamina will increase and improve student performance in classroom instruction.</p> <p>5. Teachers will be able to prepare and implement units of study focused on grade level curriculum in which students will demonstrate understanding as evidenced by their student work and their performance.</p>

**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.

As per our Well-Developed Quality Review, we will continue to prepare all students to be college and career ready, as well as productive, critically thinking adults.

**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.

**Goal 2: To ensure school-wide knowledge of the social-emotional development of every student we will continue our mission to develop the whole child, develop his/her self-esteem, social responsibility, sense of community, values, mental and physical health, citizenship, and**

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>We will continue to offer an After School Help Program to assist students with homework and provide physical and interactive academic activities, Achieve 3000, Ticket To Read and other interactive technology programs, to support their development.</p>	<p>Students K through 5</p>	<p>October 2015 through June 2016</p>	<p>Administration, classroom teachers, teachers participating in the P.S. 56 After School Help Program.</p>

Adult education classes in ELL, supported by technology, will continue to give parents the opportunity to enhance their own learning and in turn support their children's academic development.	Adults with ELL needs	December 2015 through 2016	Administration, Parent Coordinator and teachers participating in the program.
We will continue to provide various programs in both the visual and performing arts to develop and enhance student understanding of the value and contribution of the arts in our world – past, present and future.	Students K through 5	September 2015 through June 2016	Administration, teachers participating in the programs, program facilitators.
NYRR's Mighty Milers program, clubs, extracurricular activities (e.g. Family Movie Night, Family Bingo Night) and class trips (that support our integrated units of study) will continue to provide opportunities for us to support the development of the whole child.	Students K through 5	September 2015 through June 2016	Administration, teachers participating in the programs, program facilitators.

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
1. Teachers, student assigned homework, and student planner will be tools and resources needed and used.										
2. ELL textbooks for adults, technology, and a licensed ELL teacher will support this program. A school aide will be assigned to supervise the children of participants in the program. A culminating activity will be planned for participants to demonstrate their newly gained English language acquisition.										
3. In-house visual arts cluster teacher, resident artists from MET opera and Bronx Arts Ensemble will support students' instruction in visual arts, chorus and instrumental activities respectfully. Classroom teachers will support dramatic presentations during literacy programs and after school clubs.										
4. After school teachers coordinate club activities. During school year, teachers plan and supervise grade level trips to museums, historical sites, and appropriate venues that are aligned and support their integrated units of study. Student Council organizes and facilitates family events that reinforce and build the home-school connection, while supporting our mission to develop the whole child.										
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
1. Teachers of After School Help Program will work with students using Student Planners to guide and support them in completing homework assignments given by classroom teachers. Student planner serves as a communication tool between school (classroom teacher, after school teacher) and home (parent) to monitor student work.
2. Teachers will administer pre and post assessments to set learning goals, to assess individual progress, and to assess the effectiveness of the program.

3. Culminating events in choral, instrumental and drama performances will demonstrate students' appreciation and acquired abilities in the performing arts.

4. Gained knowledge, experience and appreciation of various historical and artistic venues, participation in family events held in school, and a variety of competitive activities and club opportunities will broaden students' understanding of the inter-connectivity and purpose of school learned academics in the real world.

5. It is expected that by February 2016 (the mid-point progress benchmark) students will have moved towards the next Developmental Reading Assessment (DRA) level.

**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.

In order to continue the student exemplar growth, as noted in our well-developed Quality Review, we recognize that academic excellence is a moving target, improving student performance in order to meet rising NYS effective Annual Measurable Objectives remains a school-wide priority, as well as the implementation of the 2015-2016 NYCDOE Framework for Great Schools.

### 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.

**Goal 3: By June 2016, 100% of our teachers (grades K through 5) will continue to use data-based analysis as well as student conferences and family communication to drive planning and instruction in ELA and Math so that 80% of students in grades K through 5 will demonstrate at least one full year of growth as measured through Developmental Reading Assessment and NYS Mathematics exams.**

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Professional Development: Professional Development will be provided on the following topics: data-based analysis, NYS ELA, Mathematics, Social Studies, and Science exams), Math in Focus, Award Reading Program (K-3, ELLs and SWDs), Achieve3000 (Grades 3-5), Junior Great Books, Common Core Standards in Literacy and Math, EngageNY modules in ELA and mathematics, Making Thinking Visible routines, Sensory Integration, supporting our students on the spectrum of autism, scaffolding for differentiated instruction (multiple entry points in lesson planning)..</p>	<p>All pedagogical staff.  All students K – 5, including ELLs and SWD</p>	<p>September 2015 through June 2016</p>	<p>Administration, Staff Developers, Intervention Specialist and Data Specialist, School Psychologist and Related Service providers.</p>
<p>Schedules for teachers (grades K-5) will continue to be designed to allow for common planning (inclusive grade level planning – all GE and SE classes on each grade level, and vertical planning for all ESL teachers and Special Education teachers) to provide teachers with the opportunity to look at student work in all content areas, and to monitor and assess student progress and proficiency to drive instruction.</p>	<p>All students K – 5, including ELLs and SWD</p>	<p>September 2015 through June 2016</p>	<p>Administration, Staff Developers, Intervention Specialist and Data Specialist</p>
<p>Teacher-developed grade wide exams using the Common Core Learning Standards will continue to be given mid and end year to assess consistency of grade level instruction and student learning in reading comprehension, Language Arts, Math, Social Studies and Science in grades 2 through 5. This assessment data will also continue to drive future planning and instruction.</p>	<p>All students K – 5, including ELLs and SWD</p>	<p>September 2015 through June 2016</p>	<p>Administration, Staff Developers, Intervention Specialist and Data Specialist</p>
<p><b>TRUST:</b></p> <ul style="list-style-type: none"> <li>o Our assistant principal in charge of literacy and our math coach will continue to facilitate monthly ELA workshops for parents. Interpretation support is provided in the dominant languages spoken by parents in the school.</li> </ul>	<p>All stakeholders</p>	<p>September 2015 - June 2016</p>	<p>All stakeholders</p>

<p>o Our school librarian will continue to facilitate open-access to the school library every week for our parents.</p> <p>o The Parent Coordinator and other staff (e.g. administration and staff) will continue to attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.</p> <p>o Notices including student data will continue to be sent to parents a minimum of three times a year, including communication during Parent-Teacher Conferences and weekly Parent Engagement Activities time.</p>			
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>1. Ongoing professional development will continue to be scheduled for our school community. Every month, our Math coach and instructional assistant principal survey the staff to identify specific instructional needs. Professional resources are available to support teaching effectiveness. Lunch and Learns are provided to differentiate and scaffold P.D. The administration will continue to facilitate professional development sessions focusing on the Common Core Standards.</p> <p>2. Both the instructional assistant principal and the math coach are valuable supports and resources for grade level planning and vertical planning (Special Education and ELLs). The administration continues to schedule weekly opportunities for planning. The monthly teacher survey includes the opportunity for teachers to request particular resources and materials. Texts, trade books, school created units of study, Junior Great Books, Achieve3000, Math in Focus math program, academic web sites, laptops, Smart boards.</p> <p>3. The instructional assistant principal, the math coach and the science cluster teacher will continue to attend weekly grade level planning meetings to support the development of grade wide exams in the content areas. With their assistance, teachers will create mid-term and final exams that are aligned with our units of study, the grade level curriculum and the Common Core Learning Standards. The data specialist will create scantrons and input all student data.</p>

<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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>1. Teachers will be able to prepare and implement units of study focused on grade level curriculum in which students will demonstrate understanding as evidenced by student work (student portfolios and culminating activities/tasks for units of study) and their performance.</p> <p>2. Teachers will be able to plan differentiated instruction based on analysis of student data so that students at each entry level will successfully complete instructional outcomes.</p>

3. Teachers on each grade will assess the validity of their delivery of grade level curriculum and instruction by analyzing student achievement on teacher made grade level midterm exams.
4. Midline writing and math assessments will be administered school-wide to measure and monitor student growth.
5. Observed student to student discussions using higher order critical thinking skills.
6. It is expected that by February 2016 (mid-point progress benchmark) students will have moved towards the next Developmental Reading Assessment (DRA) level.

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

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

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

**Part 1 – Needs Assessment**

- 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.

In order to continue the student exemplar growth, as noted in our well-developed Quality Review, we need to meet state and citywide instructional expectations by successfully preparing all students – including Students With Disabilities and English Language Learners – to be college and career ready upon high school graduation, as well as productive, critically thinking adults.

**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.

**Goal 4: Through ongoing collaborative professional learning as a Professional Learning Community (**

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Initial Planning Conferences with the principal will be scheduled for all teachers to discuss their learning goals for all their students. Goal Setting meetings will also be</p>	<p>Teachers</p>	<p>September 2015 through June 2016</p>	<p>Administration, all teachers (classroom, cluster and staff developer) mandated for an Initial Planning Conference.</p>

scheduled again mid-year to revisit, revise and discuss next steps in instruction and learning for each individual student.			
Through continued professional learning, our teachers, paraprofessionals, administrators and parents will revise curriculum and assessments which engage all of our students in rigorous tasks and higher order critical thinking discussions, embedded in well-crafted instructional units and with appropriate supports. As a school community, P.S. 56 has honed in on Danielson’s Framework for teaching Domain 3, specifically 3b (using questioning and discussion techniques) and 3c (engaging students in learning). During Professional Learning Community time on Mondays, we have used the book Making Thinking Visible by Ron Ritchhart to support our learning. The outcomes thus far are – we have identified seven key open-ended questions, which are used school-wide, across all grades. In addition, we have learned teaching routines that engage students with increased rigor and make their thinking visible. Cognizant that parents are the first teachers of their children and valuable members of our learning community, staff will turn-key visible thinking strategies at parent workshops.  In June, teachers, paraprofessionals and administrators will meet and reflect on the PLC work completed thus far and using this qualitative data determine professional development needs for the upcoming school year.	Pedagogy and parents of students	September 2015 through June 2016	Administration, PLC team, Staff developer, Data Specialist and all staff
Administration (primary and secondary evaluators) will develop and implement a schedule for formal and informal teacher observations and provide evidence-based feedback using the Danielson 2013 Rubric.	Teachers	October 2015 through June 2016	Administration and all teachers (classroom, cluster and staff developer)
Throughout the school year, students in grades 2, 3, 4 and 5 will periodically complete surveys to evaluate effectiveness of instruction and their own performance.	Students and teachers in grades 3, 4 and 5	November 2015 through June 2016	Administration, teachers, Intervention Specialists and Staff Developer

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> <li>1. The completed Initial Planning and Goal Setting Conference template, Mid-year Goal Setting and Teacher Survey template, and collected student data.</li> <li>2. Scheduled professional development on Chancellor’s Days and the weekly Professional Learning Community time.</li> <li>3. The Professional Learning Community team, which meets every Wednesday.</li> <li>4. 70 copies of Making Thinking Visible by Ron Ritchhart for all teachers, administrators and paraprofessionals.</li> </ol>

5. The Danielson’s 2013 Rubric and the Advance Web Application support the teacher evaluation system and promotes highly effective teaching practice.
6. Student input will be systematically collected to help drive planning and instruction, along with students’ next learning steps.
7. The developed competition rubrics serve as a pre-performance, performance, and post-performance resource to guide and support students’ intellectual growth while meeting clear expectations of high academic rigor.
8. Grade level meetings are scheduled to discuss integrated units of study and trips that will support the connection between classroom learning and the world at large.

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

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

### 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.

1. Goal Setting and Teacher Survey template provides opportunity twice a year (October and January) for teachers to discuss collected student data along with their instructional goals that are aligned with the Danielson Domains with the principal. There is the expectation that teachers provide evidence in their goal setting survey of learning tasks that support the Common Core Standards emphasis on students’ ability for higher order thinking, reading more complex text, and extensive, purposeful and evidence supported writing.
2. The local and state measures of student learning (MOSL) and problem and project-based student work will be evidence of the progress and effectiveness of this activity.
3. Student data will be available on “Student Accounts” for parents to track their children’s data.
4. The Measure of Teacher Performance Ratings (MOTP) found on Advance will serve as an indicator of teacher effectiveness both as a mid-point progress benchmark and an end of year progress benchmark.
5. Problem and project-based student work will be compared with students’ assessment of their learning.
6. The rubrics developed for each competition will be used to evaluate both student intellectual growth and confidence.
7. Post trip student/class written reflections and discussion include the expectation that students demonstrate their understanding of the inter-connectivity of their classroom learning with the world at large.

**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.

In order to continue the student exemplar growth, as noted in our well-developed Quality Review, we recognize that every child should become a vibrant member of the school community, as well as the community at large to ensure a meaningful life and good citizenship.

### Part 2 – Annual Goal

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.

**Goal 5: By June 2016, every child attending our school will be known well by at least one staff member, and that staff member will be able to articulate the student’s development as a learner and as a member of the community so every student will become successful as a learner, a productive member of the school community, and college and career ready as measured by at least 90% parent satisfaction on the School Culture component of the 2015-2016 School Survey.**

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Student progress and next steps in planning and instruction will continue to be communicated school-wide. All service providers continue to be responsible for the ongoing communication of student progress and next steps in planning and instruction to all stake-holders, including students, teachers and parents. Administration monitors all written and oral communication.</p> <p>Personal Intervention Plans will be recorded in the Norwood Heights School Wiki and will continue to document student progress through student’s response to interventions, while also including interventions and next steps. This resource is a living document that provides important student data and allows ongoing communication with administrators, classroom teachers, parents and students.</p>	<p>All students grades K through 5, including ELLs and SWD</p>	<p>September 2015 through June 2016</p>	<p>All staff in the P.S. 56 community</p>
<p>Competitions in all major subject areas will be scheduled throughout the school year to enable students to challenge themselves intellectually and to foster self-confidence and self-evaluation.</p>	<p>Students in grades 3, 4, and 5</p>	<p>October 2015 through June 2016</p>	<p>Administration, teachers, Intervention Specialists and Staff Developer</p>
<p>NYRR’s Mighty Milers program, clubs, extracurricular activities (e.g. Family Movie Night, Family Bingo Night, Parent-Child Book Club) and class trips (that support our integrated units of study) will continue to provide opportunities for us to support the development of the whole child.</p>	<p>All students grades K through 5, including ELLs and SWD</p>	<p>September 2015 through June 2016</p>	<p>All staff in the P.S. 56 community</p>
<p>School-wide educational trips will continue to be planned and scheduled to support our integrated units of study, to enhance and connect students’ learning, while providing the opportunity for social growth.</p>	<p>All students grades K through 5, including ELLs and SWD</p>	<p>September 2015 through June 2016</p>	<p>Administration, teachers, Intervention Specialists and Staff Developer</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.

1. Student input will be systematically collected to help drive planning and instruction, along with students' next learning steps.
2. The developed competition rubrics serve as a pre-performance, performance, and post-performance resource to guide and support students' intellectual growth while meeting clear expectations of high academic rigor.
3. Grade level meetings are scheduled to discuss integrated units of study and trips that will support the connection between classroom learning and the world at large.

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

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

1. Problem and project-based student work will be compared with students' assessment of their learning.
2. The rubrics developed for each competition will be used to evaluate both student intellectual growth and confidence.
3. Post trip student/class written reflections and discussion include the expectation that students demonstrate their understanding of the inter-connectivity of their classroom learning with the world at large.
4. The mid-point progress benchmark will be a school created survey to which 90% of parents surveyed will respond positively regarding school culture.

**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.)
<p><b>English Language Arts (ELA)</b></p>	<p>All pedagogues access student soft and hard data. During the first 25 days of school, historical data, including formative and summative assessments, are compared to students’ baseline assessments for the new school year. This analysis is used to establish a tier level and appropriate academic and socio-emotional supports needed and a plan of instruction for each student. Through goal setting meetings, grade level planning meetings and parent-teacher meetings, pedagogues establish the best practices and differentiated instruction for multiple entry points that address students’ learning strengths and needs.</p>	<ul style="list-style-type: none"> <li>• Achieve3000 (Grades 3-5) - Research-based and web- based individualized instruction program in non-fiction reading and writing. Also improves students’ performance on high-stake tests.</li> <li>• Great Leaps (Grades 3-5) - Research-based phonics and fluency building program.</li> <li>• Ticket to Read (Grades K-5) - A web-based interactive reading program designed to strengthen fundamental reading skills, reading fluency and reading comprehension. Interactive technology and print program designed to accelerate literacy achievement grades K – 3.</li> <li>• AWARD Reading Program (Grades K-3)</li> </ul>	<p>Individual, small group, whole group</p> <p>Individual</p> <p>Individual</p> <p>Individual, small group, whole class</p> <p>Individual, small group, whole class</p> <p>Small group</p> <p>2 students: 1 teacher</p> <p>Small group</p> <p>Small group</p>	<p>During the school day, Saturday Academy, extended day programs, after school</p> <p>During the school day, Academic Tutorial Time (ATT)</p> <p>During the school day, after school hours</p> <p>During the school day, extended day programs</p> <p>During the school day, after school hours, extended day morning programs</p> <p>Saturday</p> <p>Extended day morning program</p> <p>Extended day morning program</p> <p>Extended day morning program</p>

		<p>- Research-based reading program.</p> <ul style="list-style-type: none"> <li>• Reading A-Z Comprehensive Reading Program. A reading program that provides instruction and resources.</li> <li>• Saturday Academy (Grades 3-5) - Intervention Program servicing students at or below level 2.</li> <li>• Primary Breakfast Book Club: Grades 2 and 3 Program. Intervention program designed to increase sight word recognition, improve fluency, and strengthen comprehension.</li> <li>• ELL Primary Breakfast Book Club Grade 2 Program. Intervention program designed to increase sight word recognition, improve fluency, and strengthen comprehension.</li> <li>• ELL Morning Program (Grades 3-5). Intervention program designed to support language acquisition, improve fluency and strengthen writing and comprehension skills.</li> </ul>		
<b>Mathematics</b>	All pedagogues access student soft and hard data. During the first 25 days of	• Saturday Academy - Intervention program	Small group	Saturday

	<p>school, historical data, including formative and summative assessments, are compared to students' baseline assessments for the new school year. This analysis is used to establish a tier level and appropriate academic and socio-emotional supports needed and a plan of instruction for each student. Through goal setting meetings, grade level planning meetings and parent-teacher meetings, pedagogues establish the best practices and differentiated instruction for multiple entry points that address students' learning strengths and needs.</p>	<p>servicing students at or below 2.</p> <ul style="list-style-type: none"> <li>• Voyager Learning VMath. Interactive math program.</li> <li>• Voyager Math – Grades 3, 4 and 5. Research-based program for math remediation.</li> </ul>	<p>Individual, small group, whole class</p> <p>Individual, small group, whole class</p>	<p>During school, after school, extended day programs</p> <p>During school, after school, extended day programs</p>
<p><b>Science</b></p>	<p>All pedagogues access student soft and hard data. During the first 25 days of school, historical data, including formative and summative assessments, are compared to students' baseline assessments for the new school year. This analysis is used to establish a tier level and appropriate academic and socio-emotional supports needed and a plan of instruction for each student. Through goal setting</p>	<ul style="list-style-type: none"> <li>• Reading A-Z Comprehensive Reading Program. A resource reading program that provides instruction and resources in Science.</li> <li>• Achieve3000 - Research-based and web-based individualized instruction program in nonfiction reading and writing on Science topics.</li> </ul>	<p>Individual, small group, whole class</p> <p>Individual, small, whole class</p>	<p>During school, after school, extended day programs</p> <p>During school, after school, extended day programs</p>

	meetings, grade level planning meetings and parent-teacher meetings, pedagogues establish the best practices and differentiated instruction for multiple entry points that address students' learning strengths and needs.			
<b>Social Studies</b>	All pedagogues access student soft and hard data. During the first 25 days of school, historical data, including formative and summative assessments, are compared to students' baseline assessments for the new school year. This analysis is used to establish a tier level and appropriate academic and socio-emotional supports needed and a plan of instruction for each student. Through goal setting meetings, grade level planning meetings and parent-teacher meetings, pedagogues establish the best practices and differentiated instruction for multiple entry points that address students' learning strengths and needs.	Achieve3000 - Research-based and web- based individualized instruction program in nonfiction reading and writing on Social Studies topics. Also improves students' performance on high-stake tests.	Individual, small, whole class	During school, after school, extended day programs
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Both teachers and parents observations and input are shared with school administrators to	<ul style="list-style-type: none"> <li>At-risk Services provided by the Guidance Counselor, uses games with problem solving</li> </ul>	One-to-one, small group  One-to-one	During school  During school

	<p>assess the need and make recommendations for at-risk services.</p>	<p>outcomes. Meets to set goals for parents, student and teacher collaboration.</p> <ul style="list-style-type: none"> <li>• At-risk Services provided by the School Psychologist. Meetings with teacher, student and parent to examine student needs and establish a plan.</li> <li>• At-risk Services provided by the Social Worker. Observes students in learning environment. Meets with students and parents.</li> <li>• At-risk Health-related Services Open Airways Program 6 weeks provided by DOE nurse.</li> </ul>	<p>One-to-one</p> <p>Small group</p>	<p>During school</p> <p>During school</p>
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## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

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

#### 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).
<p>In order to ensure the effectiveness of teacher teams and professional collaborations, three things are essential for teachers to have:</p> <ol style="list-style-type: none"> <li>1. Time to meet, observe, plan, implement, assess</li> <li>2. Tools – provide the resources teachers need to be effective.</li> </ol>

3. Talent (Professional Learning Opportunities) – provide learning opportunities that continue to build collegiality, collaboration and a community of interdependence.

- All our teachers, paraprofessionals and administrative staff are engaged in inquiry-based professional collaborations that examine the key elements of visible thinking. Through shared classroom practice via video clips during weekly professional learning and inter-classroom visitations, we are strengthening teacher instructional capacity to promote rigor and higher order thinking through discussions and questioning.

- PLC team, SLT, Grade level teams, literacy and math coach team and administrative cabinet are structures that support the distribution of leadership.

- As a school community, P.S. 56 has honed in on Danielson’s Framework for teaching Domain 3, specifically 3b (using questioning and discussion techniques) and 3c (engaging students in learning).

Impact of this work, thus far:

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

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

- o Preschool programs are invited to tour kindergarten classes.

- o Administration presents information at preschool parent meetings to give an overview of our kindergarten program and curriculum..

- o Summer packets are distributed to all incoming kindergarten children to support their transition.
- o Our school psychologist conducts the evaluations for all Turning 5 students.
- o Our SBST meets with parents of incoming kindergarten children who have been evaluated to discuss program recommendations.

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	525,642.00	X	Section 5A, 5B, 5C, 5D
Title II, Part A	Federal	159,103.00	X	Section 5A, 5B
Title III, Part A	Federal	13,404.00	X	Section 5A, 5B 5C
Title III, Immigrant	Federal	0	X	Section 5A, 5B 5C
Tax Levy (FSF)	Local	3,615,233.00	X	Section 5A, 5B 5C, 5D

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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### **Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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) Template**

**[School name]** , 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

**II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

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

### **III. Student Responsibilities:**

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

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>110</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>4</u>
# of content area teachers: <u>0</u>

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Direct instruction supplemental programs are based on student need. This is driven by NYSESLAT results. Our Saturday Academy for grades 3, 4, & 5 is for the ELLs and their language proficiency. Saturday Academy for ELLs runs October to December. Student instruction is from 8:30 A.M. to 12:00 P.M. The ELLs are grouped homogenously based on their levels. All instruction is in English and provided by 4 certified ESL teachers. Materials that are used include Side by Side books, Phonics and Word Study, Vocabulary Links, and Reading A-Z. Students practice conversational language in everyday situations using Side by Side text. Instructional texts, Phonics and Word Study, Vocabulary Links and Reading A-Z are used to increase vocabulary, comprehension and fluency using reading and writing activities.

### Part C: Professional Development

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

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

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

### Part D: Parental Engagement Activities

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

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

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 <b>10</b>	Borough <b>Bronx</b>	School Number <b>056</b>
School Name <b>P.S. 56 The Norwood Heights School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Maureen O'Neill</b>	Assistant Principal <b>Mary Finn, Diane Hogan</b>
Coach <b>Daisy Melendez (math)</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Mary Beth Burns</b>	School Counselor <b>Stacy Kuti</b>
Teacher/Subject Area <b>E. McGill Respect for All</b>	Parent <b>Carrie Rivera</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Carmen Garcia</b>
Related-Service Provider <b>Anna Moriarty (speech)</b>	Borough Field Support Center Staff Member <b>Caterina DiTillio</b>
Superintendent <b>Melodie Mashel</b>	Other (Name and Title) <b>type here</b>

### 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	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>663</b>	Total number of ELLs	<b>116</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	116	<b>Newcomers</b> (ELLs receiving service 0-3 years)	103	<b>ELL Students with Disabilities</b>	19
<b>SIFE</b>	3	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	13	<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	103	3	11	13		8				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
<b>TOTAL</b>	0	0	0	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

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

### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	16	12	9	12	8								0
Chinese		1												0
Russian														0
Bengali	6	10		6	3	4								0
Urdu	1				1									0
Arabic	1	3	1		1									0
Haitian														0
French						1								0
Korean														0
Punjabi														0
Polish														0
Albanian	1	1				1								0
Other	2				1									0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	0	3	6	2	4	5								0
<b>Emerging</b> (Low Intermediate)	3	2	1	2	2	1								0
<b>Transitioning</b> (High Intermediate)	4	3	1	2	0	0								0
<b>Expanding</b> (Advanced)	11	15	7	3	7	4								0
<b>Commanding</b> (Proficient)	7	9	5	6	6	4								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	1	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		8	9	16	6	6								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	4	1	0	0
4	9	3	2	0	0
5	5	2	0	0	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	5	0	5	0	3	0	1	0	0
4	6	0	7	0	3	0	0	0	0
5	4	0	6	0	3	0	1	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2	0	2	0	9	0	0	0	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.  
 DRA is the schoolwide local assessment tool for all students including ELLs and SWD. The quantitative data from this Fall assessment is the baseline that indicates the instructional tier at which each student K, 1, 2, 3, 4 and 5 is beginning. For ELLs this data is analyzed along with the data from the NYSITELL and NYSESLAT. The measure of student growth from 2015 NYSESLAT results indicated that students achieved in the following levels: 13 Entering, 11 Emerging, 11 Transitioning, 47 Expanding and 37 Commanding. The NYSITELL results for students entering school during the 2014-2015 school year indicated that students achieved in the following levels: 12 Beginners, 6 Intermediate, and 8 Advanced. Periodic data from ongoing formative assessments such as content based projects, Reading, Math, Science and Social Studies midterms are used to evaluate student progress and drive differentiated instruction and planning. Strategies are developed that will support students in the areas that are deficient. This data is also used to plan academic intervention services for students. Response to interventions are monitored and shared among service providers regularly to improve student performance. Students who perform higher on DRA have a stronger grasp of phonemic awareness, decoding and comprehension, and are prepared to achieve greater proficiency on the NYSESLAT.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 2015 NYSESLAT results indicate that students achieved in the following levels: 13 Entering, 11 Emerging, 11 Transitioning, 47 Expanding and 37 Commanding. The NYSITELL results for students entering school during the 2014-2015 school year indicated that students achieved in the following levels: 12 Beginners, 6 Intermediate, and 8 Advanced. 31.8% of our ELLs achieved Commanding level on the 2015 NYSESLAT assessment and overall 72.4% were Expanding or Commanding. These data patterns reveal that our ELL population is performing at the same growth levels as our overall population and making significant progress. For the 27.6% of our ELLs who are at Entering, Emerging and Transitioning levels, there is still a need for additional support to ensure student progress. Based on this analysis and formative assessments, students are supported in the areas of reading and writing everyday. This data drives planning for extra services offered newcomers and longterm ELLs (i.e. Morning Program, Extended Day, After School Help Program). Students who perform higher on DRA, achieve greater proficiency on the NYSESLAT. Inversely, students on the low achieving level, are identified for interventions with specific prescriptions for learning and achievement.

Newcomers (non-English speaking students) are generally scoring at an Entering level. Kindergarten NYSITELL scores vary from Entering to Expanding.

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

Having analyzed the data available on all the 2014 and 2015 New York State assessments including student achievement on the NYSESLAT over time, students from PS 56 continue to make progress throughout their middle and higher education and are on track for high school graduation. PS 56 was recognized as a REWARDS School by New York State for the outstanding progress our students have made over three fiscal school years. This data reflects the success of our academic program in meeting student needs. All students are offered continuous academic support. Reading and writing instruction are imbedded in all lessons during school time and all supplemental programs including Saturday Academy and Morning program (which is offered to all ELLs throughout the school year). In keeping with the Annual Measurement of Achievement Objectives, we will regularly assess to ensure student progress .

Classroom teachers, ENL teachers, AIS teachers are involved in the process.

4. For each program, answer the following:

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

4. Our freestanding ENL Pull-Out Program:

- All students are instructed and assessed in English. Students are supported by use of home language dictionaries and classmates who share the same home language.
- At this time, we are using the results of DRAs for all our students as well as content area projects, midterms and finals, including ELLs, to determine student strengths and needs, along with the effectiveness of academic interventions. Our grade level data inquiry teams inclusive of teachers, coaches and administrators meet to analyze and discuss student assessment data and to develop individualized learning prescriptions for all our students, including ELLs.
- We learn how much incremental progress each student is making in language acquisition and use in the content areas, as is evidenced by DRA s as well as other researched-based assessments. This assessment data informs our planning and instruction.

Preferred home language is used to communicate with parents regarding students' academic progress and needs. Language support for ELL students is also given when necessary by classmates who share the same home language.

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.](#)]

Student classwork is reviewed and progress is monitored and updated regularly. Teachers and administration meet to discuss success of RtI and parents are invited to discuss interventions, progress made and supports still needed. In the classroom, all students including ELLs are tiered for differentiated instruction based on formative data including DRAs, content area projects, midterms and finals.

In addition, based on the data ELLs receive supplemental services, such as Saturday Academy, Extended Day, and ENL Extended Day Morning Program.

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

All teachers are teachers of ELLs and plan accordingly. We leverage ELLs home language and prior knowledge to accommodate instruction. By differentiation of instruction, teachers plan lessons based on the data and student needs. Vocabulary in each content area is introduced with definitions, examples, and use in context to build comprehension and acquisition of English language skills.

7. For dual language programs, answer the following:

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Step 1: Administer the HLIS

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

Step 3: Administer NYSITELL within 10 days of student enrollment.

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

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

Names of pedagogues administering administering HLIS:

Mary Beth Burns

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

Names of pedagogues administering NYSITELL:

Mary Beth Burns

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

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

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

2. 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).

HLIS is completed by parent/guardian. Once student is identified as an ELL and student identified as a Newcomer within the past 12 months to U.S. schools and in grades 3 through 5 (for PS 56) and scored as entering or emerging on the NYSITELL, then the SIFE status is determined by SIFE questionnaire/oral interview questionnaire. We will determine SIFE status within first 30 days of students' enrollment and indicate such in the BNDC. However, SIFE status will be removed when student achieves at the transitioning level or better on the NYSESLAT.

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

Language Proficiency Team members recommend whether a student should take the NYSITELL. Their recommendation is sent to the principal for review and determination.

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

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

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).

ELL status is determined, and entitlement/non-entitlement letters and surveys are sent home within 5 days of results, including the explanation that parents are entitled to appeal ELL status within 45 days of enrollment. This explanation is sent home in parents' native language.

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.

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

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

All three programs are explained to the parents at school orientation. We explain that our school offers an ENL program as the

majority of our parents opt for ENL, however the other programs (TBE and DL) are explained as options and if chosen by a parent would be sought at other schools that have those programs.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
MaryBeth Burns, ENL Teacher, sends out notices in both English and parent's preferred language. If forms are not returned, reminder notifications are sent home. Our Parent Coordinator, Carmen Garcia, will reach out by phone or a house call if necessary. When forms are received, parent choice is noted and placement is made.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Parent Coordinator, Carmen Garcia will support Ms. Burns' effort to contact parent by phone or by making a house visit. If other school staff speaks parent's preferred language, s/he may accompany her. Letters are prepared in parent's preferred language once again so that Ms. Garcia has a form of communication in parent's language.
9. Describe how your school ensures that placement parent notification letters are distributed.  
MaryBeth Burns, ENL teacher, distributes program placement letters in both English and parent's preferred language. After program selection is complete, the placement letter is sent both in English and parent's preferred language. Copies are kept on file in ELL room. Signed forms are returned.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
MaryBeth Burns, ENL teacher, maintains copies of all correspondence and documentation including HLIS, non-entitlement and entitlement letters. This documentation is kept on file in ELL room and in students' cumulative record folders.
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.  
ATS generates a report with ELL student eligibility(RLER). As certified TESOL teachers, MaryBeth Burns, Nazia Ahmed, Sonia Santana and Serena Ramirez all administer the NYSESLAT. The Speaking part is administered individually. It is administered and scored by a teacher other than student's ENL teacher. Listening, Reading and Writing are administered in small groups.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
MaryBeth Burns, ENL teacher, distributes continued entitlement and transitional support notification letters. These are in both English and parent's preferred language. These letters are generated from students' eligibility. Each ELL receives the appropriate entitlement letter based on his/her ELL status.
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).  
100% of parents/guardians select Freestanding ENL option. The program model offered at our school is aligned with parent requests. If parents request a bilingual or a dual language program which is not available based on the deficient numbers of students whose parents request it, they will be directed to the website [ELLProgramTranfers@schools.nyc.gov](mailto:ELLProgramTranfers@schools.nyc.gov). If parent's choice is currently unavailable, PS 56 must inform parent with one of two options and maintain a record of parent's response: keep student enrolled in current school in program available OR transfer student to a different school where parent selection is available. PS 56 will contact Dept of English Language Learners, which will coordinate the transfer with the Office of Student Enrollment. Records are maintained of students whose parents request bilingual or dual language programs. If there are fifteen or more students with the same home language who request a bilingual program in the same or two contiguous grades, then our school will open a bilingual program.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction 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.  
Freestanding ENL Program:
    - Stand alone ENL develops English language skills so that students can succeed in core content courses. Students may not receive stand alone ENL in lieu of core content area instruction.
    - Integrated ENL instruction builds English language skills through content area instruction. It is delivered by a dually certified teacher or co-teaching by ENL teacher and content area teacher.Delivery of Instruction:
    - a. There are three self-contained ENL classrooms with a certified ENL teacher in each, grades K through 2. For the ENL students in grades 1 through 5 that are not in self-contained ENL classrooms, they participate in the ENL pull-out program. The pull-out ENL teacher scaffolds instruction according to students' assessed needs and in concert with classroom instruction using TPR, technology and other ENL techniques. Our organizational models include self-contained, push-in and pull-out models.
    - b. The classes are heterogeneously mixed by grade level.
  - 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)?

Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade have the self contained model. ELLs are grouped in an ENL class for the entire day and for all content instruction. Grades 3, 4, & 5 follow the pull out model. ELLs spend the majority of the day in classroom and are brought together from various classes for English acquisition instruction.

To ensure that ENL students are provided the mandated number of instructional minutes according to their proficiency level, there is a specific ENL instructional schedule.
    - \* ELL students at Entering and Emerging levels receive 360 minutes of ENL instruction and 390 minutes of ELA instruction per week.
    - \* ELL students at Transitioning and Expanding levels receive 180 minutes of ENL instruction and 570 minutes of ELA instruction per week.
    - \* Students who have achieved Commanding level receive 90 minutes of integrated ENL instruction and 660 minutes of ELA instruction per week.
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.

All ENL programs, both the self-contained and pull-out program at P.S. 56, are aligned to the Common Core Learning Standards. Some of the components of the school wide balanced literacy program are Read Aloud, Shared Reading, Independent Reading, Writing Workshop, grade level content area instruction and materials. Content area is integrated into the reading and writing workshop which enables ENL students to make connections to their prior experiences and language is learned in a meaningful context. We use the SIOP model – (Sheltered Instruction Observation Protocol). Lesson plans include both content objectives as well as language objectives.

Our ENL teacher is actively involved in the development of our reading, writing, and integrated units of study. The pull-out ENL teacher (grades 3-5) works closely with the classroom teachers (both monolingual and self-contained ENL kindergarten and grades 1 and 2 teachers) determining learning goals based on the Common Core Learning Standards and grade level student performance indicators and competencies in ELA, Mathematics and all core subject areas, along with NYS ELL Standards and grade level student performance indicators and competencies. These teachers all meet once a week during a common planning time to discuss student assessments to differentiate and plan next teaching steps. Our ENL teacher helped developed and follows our integrated units of study curriculum for grades K through 5, which includes the science and social studies content areas.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

When registering, if the ELLs native language is Spanish then the LAB is administered in Spanish. If the native language is other than Spanish, we use available classroom resources, previous report cards, and translators to help determine students' academic abilities in their native language.

At PS 56 the instructional language is English. ELLs are evaluated in English throughout the school year to ensure progress. School dictionaries are available in several languages to support student learning. For newcomers, ELL buddies who speak the preferred language are assigned in classroom for support.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All students including ELLs are held accountable to the Common Core Learning Standards. Integrated units of study in literacy are implemented to teach and assess students in reading, writing, listening and speaking. Students also use rubrics to self-assess and monitor their own progress. Formative assessment is administered to all students including ELLs throughout the school year. DRA s which require students to use all four modalities are administered three times per year. All students in grades 2 through 5 take midterms and final exams in Reading, Writing, Math and content areas of Science and Social Studies. These assessments ensure that ELL's are assessed throughout the year in all four modalities.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status

Differentiated Instruction for our ELL Subgroups:

- SIFE: Students with Interrupted Formal Education (SIFE) and long term ELLs are supported through our AIS and ENL modalities. All data available from each formal educational experience is accumulated. Students' current abilities and needs are assessed and additional supports are implemented accordingly. Each SIFE receives:
    - ENL instruction according to NYSESLAT indicator
    - AIS services supplement the mandated ENL instruction. This takes the form of various supplemental programs offered to each grade level i.e. Breakfast Club (Grade 1), ENL Extended Day Morning Program Grades 1, 2, 3, 4 and 5, ENL Saturday Academy and all Saturday Academy programs offered throughout the school year (grades 2 through 5), Kindergarten Academy, Kindergarten and Grade 1 small group pull-out AIS in reading and math, guided AIS push in reading, critical thinking and problem solving.
    - ENL teacher and classroom teacher collaborate, and grade level curriculum is integrated with the ENL program. In order to meet students' needs, assessments will be ongoing throughout the school year.
  - ENL students in school for less than three years and our ELLs requiring ELA testing will receive all of the above supports.
  - ELLs receiving services for 4 to 6 years are considered at risk and receive additional academic services to supplement ENL instruction including, ENL Extended Day Morning Program, Breakfast Club, Extended Day program and Saturday Academy.
  - ELLs are supported with their mandated ENL service, as well as receiving AIS. They are also invited to participate in morning programs and Saturday programs that support language acquisition while integrating content areas. At this time, there are no longterm ELLs.
  - Students reaching proficiency on the NYSESLAT continue to receive support through ongoing monitoring of student assessment data and the opportunity to participate in all programs offered to all students, including ELLs, throughout the year. Former ELLs are given the mandated time and a half for testing. They are eligible for this accommodation for two years after passing the NYSESLAT.
7. 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.
- Re-identification of ELL status may take place between 6 and 12 months of enrollment, the principal must review the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. Principal may decide that additional support services must be provided.
- Formative assessments are used throughout the school year, including DRA three times per year, Achieve3000 lexile assessment two times per year (grades 3 - 5), midterms, baseline and midline writing to track students' needs and academic progress. These assessments will serve to indicate student progress in the re-identified program.
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?
- ELL students with special needs who have IEPs will receive differentiated instruction as indicated above based on student's IEP and collaborative planning meetings between ENL teacher and classroom teacher. Computer programs that are language-based are used to assist in learning. Interactive computer programs that are language-based are used to assist in learning. All students including ELLs and SWDs have access to (software) interactive programs that are programmed to their reading levels. They include Imagine Learning, Ticket to Read, Voyager V-Math, Achieve 3000, Reading A-Z and Big Brainz.
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?
- The ELL-SWDs are grouped with students who are the same language proficiency level. This is determined by the NYSESLAT scores as well as informal observations of the ELL-SWDs' ability. The ELL-SWDs are serviced for ENL with their non-disabled grade level peers everyday. IEPs determine ICT placement. ENL services are provided as per NYSESLAT and NYSITELL

Chart sscores. Students with IEPs will be evaluated by the Language Proficiency Team( LPT) and recommendations will be made to determine ELL services.

**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)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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(u) 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

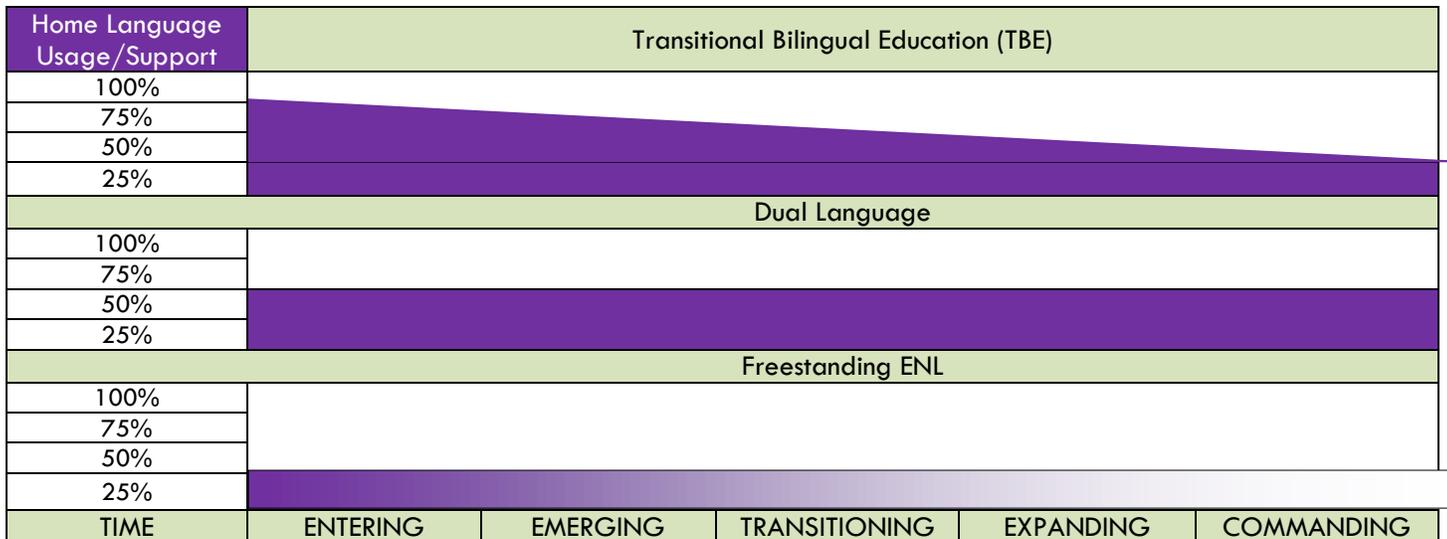


\*Note: “other approved services” does not apply to New York City at this time.

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. Academic Intervention Services (AIS) provide differentiated instruction for ELLs during the ENL Extended Day Morning Program (Grade 1 – 5) which includes non-fiction materials and resources that integrate Social Studies and Science into the grade level ENL instruction, ENL Breakfast Book Club for Grades 1 and 2 students, Extended Day Afternoon Program and Saturday Academies. During the school day, differentiated instruction is provided through small group pull-out instruction, Achieve3000 nonfiction reading intervention program (reading selections are calibrated to each student's individual reading level), or 1:1 Great Leaps Program with AIS teachers in which several ELLs participate based on need. In addition, we are continuing to use the Award Reading Program and the Voyager Learning VMath online program. Students have at-home access to these online programs as well. Saturday Academies are offered in ELA and Math for all students in Grades 3, 4 and 5 and a NYSESLAT Saturday Academy for ELL students to strengthen their language skills and use of strategies in the context of the NYSESLAT exam. The New York State Mandated ENL/ELA allocated instruction time based on student proficiency level is part of the ELLs' daily instruction. ELLs are grouped homogeneously during ENL services. From the data gathered from DRA, NYS ELA and Math assessments, baseline and midline writing pieces, students' academic strengths and weaknesses in specific reading skills (phonemic awareness, decoding, fluency, reading comprehension skills etc.), writing skills and math skills are identified. Data used to evaluate student progress drives instruction and planning. Strategies are developed that will support students in the areas that are deficient. This data is also used to plan Academic Intervention Services for students. Response to Interventions are monitored and shared among service providers regularly to improve student performance.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Core Content is taught in integrated units of study which blend Science and Social Studies with Literacy in the four modalities: listening, speaking, reading and writing for all grades and all students including ELLs and SWD. Our current program incorporates EngageNY modules with our integrated units of study to support critical thinking and broaden the scope of learning. To enrich this learning experience further, students participate in offsite learning by visiting places of interest connected to their units of study. DRAs are administered 2-3 times during the school year in grades K through 5 to assess reading, writing, listening and speaking, fluency and comprehension in English. Students demonstrate acquisition of content knowledge in grades K through 5 in Math, Science and Social Studies through unit projects and unit tests and midterm exams and final exams in Literacy, Science, Social Studies and Math grades 2 through 5. This accumulated student data is formative and determines instructional program and interventions needed. All students including ELLs and SWD are assessed regularly to determine progress and next steps. All data is recorded in a common database to ensure access by all teachers and providers, keeping all information current and instruction more effective. Through professional learning as a school community all teachers and administrators work toward language acquisition in all modalities so that all students including ELLs and SWD.
12. What new programs or improvements will be considered for the upcoming school year?  
An interactive Math programs , Big Brainz has been implemented to support all students including ELLs and SWD in acquiring computation fluency and skills in the four operations of addition, subtraction, multiplication and division grades K through 5; Ticket to Read and the AWARD Reading are interactive programs used to address language acquisition through illustrations, stories and songs for all students including ELLs and SWD. Achieve 3000 is an interactive non-fiction reading program used by all students grades 3 through 5 including ELLs and SWD. All passages are leveled according to each students DRA . Students are assessed twice per school year to measure growth in comprehension and fluency and to change their level set.
13. What programs/services for ELLs will be discontinued and why?  
The programs: academic, physical, artistic and social being used have been successful as demonstrated by student outcomes and will be continued. Our school mission to educate the whole child is demonstrated through active engagement in academics through all modalities using text, technology, out of school learning experiences, physical education experiences including Mighty Milers, performing arts through chorus, dancing, violin and drama in the classroom.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All parents, including the parents of ELLs, receive notification and offering for their children to participate in all school programs. These notifications and invitations are in various languages to accommodate the language needs of our parents. All students, including ELLs, participate in academic programs, physical education programs and performing arts programs as part of our school curriculum, during the school day and in supplemental activities related to the school curriculum and extra-curriculum. As part of the school curriculum to support our integrated units of study, all students, including ELLs, participate in school trips. These trips are valuable primary source learning experiences from which all students (including ELLs) benefit greatly. Attendance records for extra-curricular activities evidence ELL student and parental participation in these programs.  
b. We offer a Saturday Academy Program for ELLs taught by ENL certified teachers partially funded by Title III. Morning Programs for ELLs are funded through Title I and Contract for Excellence funds. However, we are a Conceptually Consolidated Funded school.

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.

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

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

Since P.S. 56 does not have a bilingual or Native Language model of instruction, to support the Native Language of our ELLs, we offer a Hispanic Language and Culture Club and a Bengali Language and Culture Club to give our ELLs the opportunity to celebrate and appreciate their own language in all modalities, in addition to appreciating their own cultural heritage. Our Bilingual Cultural Program culminates the year with a presentation of their learning for a public audience of family and friends.

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

Yes. All ELLs are grouped by grade/age and then by proficiency level. Entering/Emerging get 72 mins/day. Transitioning and Expanding get 36 mins/day. Commanding students receive 30 minutes of instruction three times a week. All materials and resources correspond to age-grade level curriculum, including science and social studies content.

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).

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

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

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

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
  1. All staff, including our principal, assistant principal, parent coordinator, and school secretaries participate in professional development which supports the needs of all students, including ELLs. Teachers continue to deepen and strengthen their ability to analyze student data to differentiate instruction and maximize student learning and student achievement. Secretaries attend workshops provided by the BFSC and Central to ensure proper processing. Our schoolwide instructional focus this year is strengthen critical thinking while refining reading and writing. The Professional Learning Calendar of dates for the 2015-2016 school year includes each Monday that school is in session from 2:40 PM to 4:00 PM. The schedule is in cycles of four to six weeks (from September 28,2015 through June 20, 2016). Each cycle length is based on depth of study required and appropriately addresses instruction for all students including ELLs, SWD and those capable of being challenged to a higher level. Topics of professional learning include but are not limited to: Looking at student formative data together; Reading and implementing IEPs; Item Analysis of NYS summative assessment data; Comparing formative and summative data to plan for instruction; Using Google Docs to compile ongoing student interventions and next steps and their providers; Shared Inquiry and oral language development through Junior Great Books, EngageNY Modules, and Readers Theater; Using Making Thinking Visible Routines to develop student critical thinking and communication skills; and PS 56 held two full day professional development training sessions (September 8th and November 3rd, 2015) for all staff on the Common Core State Standards in ELA and Mathematics, aligned with Social Studies and Science, to support all students (including ELLs) in reading, writing, listening and speaking. Teachers and staff participate in ongoing professional development (Achieve3000 Reading Program) provided by contracted agents to improve teachers' proficiency using technology and to maximize effective implementation of all technology and interactive internet programs used to enhance and support all students' (including ELLs) learning (i.e. improved reading comprehension).
2. 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?

The Common Core State Standards are part of all our professional learning including that which supports our ELLs and SWD. Through all professional learning we are addressing student engagement, higher level critical thinking and discussion skills. Through all professional learning in the content areas, the teaching of content rich vocabulary is addressed. All teachers, including teachers of ELLs, participate in professional learning on the three full cancellors' professional development days, as well as common planning time each week to discuss development of integrated units of study aligned with the common core. All teachers of ELLs who also participate in supplemental programs, such as Saturday Academy and ELL Breakfast Club, receive professional development to support implementation of instruction.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  3. Additional planning time is provided for all staff working with and/or servicing all our grade 5 students, including ELLs, articulating to Middle School. Key staff members (parent coordinator and grade 5 counselor) are responsible for providing ongoing support and information regarding Middle School choices and program opportunities. Our grade 5 articulation facilitator, Elizabeth McGill and our Parent Coordinator, Carmen Garcia, attend workshops to prepare for meetings to support parents in the Middle School selection process. They will then conduct several meetings to give an overview of the Middle School application process. Teachers and other staff members serve as translators to insure that parents of ELLs understand the process and are able to successfully pursue the application to their choice of schools along with all our grade 5 parents.
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 professional learning at PS 56 addresses the instruction of all students including ELLs, SWD, and students exceeding grade level. Our Monday Professional learning sessions from September 28, 2015 to June 20, 2016 will include development of critical thinking skills using all four modalities. Our ENL teachers will participate in professional development to expand their knowledge of methodologies for working with ELLs at outside workshops offered through Fordham University in Spring,2016. In addition, our ENL teachers will facilitate and support professional development to expand teachers' knowledge of methodologies for working with ELLs and support the fulfillment of the required ELL training for all staff. Our professional development training in the Common Core State Standards also supports this requirement. Presentations regarding total physical response, differentiated instruction using various modalities are included. Attendance and agendas evidence this. Professional Development records and sign-in sheets are kept in the school's P.D. binder which is located in the administration's office. In addition, teachers' records of courses taken outside of school are noted as per their transcripts. Also, several teachers have previously completed 7.5 hours (10 hours for Special Education) of ELL instruction which is noted in their files. These professional learning sessions scheduled to be delivered at PS 56 surpass the required 15% for all teachers and the 50% for of total hours for our ENL teachers.

### 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?

Tuesday Parent Engagement time will be utilized to schedule meetings for individual discussion with parents of our ELLs. Spanish and Bengali translators will be available in school. In addition, interpretation and translation services through the DOE translation unit will be used for other languages.

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.

Documentation of meetings and phone conversations with parents are kept by each ENL teachers, Ms Ahmed, Kindergarten, Ms. Ramirez, Grade 1, Ms. Santana, Grade 2 in their classroom files as well as in a file of the freestanding ENL teacher, MaryBeth Burns. Pertinent documentation is also placed in students' cumulative files. All person to person translations needed are done by staff members or through the Translation and Interpretation Unit.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents participate in all aspects of their children's education here at P.S. 56, including parent-teacher conferences two times a year, parent workshops in literacy and math, author celebrations, class trips, concerts, presentations, award ceremonies, academic competitions etc. Translators for Bengali and Spanish speaking parents are on-hand, as these are the dominant home languages spoken in our school. The Translation and Interpretation Unit is used if no translation is available. Our Parent Coordinator, Carmen Garcia, participates in all parent activities as a support and source of information.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

PS 56 partners with many other agencies and Community Based Organizations for our workshops. CPR training workshops are provided by the FDNY; Gang Awareness workshops are provided by the Bronx District Attorneys Office; Internet Safety Workshops are provided by NYPD; workshops on Nutrition, Diabetes, Breast Cancer are presented by Montefiore Hospital staff; Bronx Lebanon hospital and the NYU Dental Program provide information and dental services to our parents and students. Workshops and services are presented in partnership with CBOs to support all parents, including parents of ELLs. Translators for Bengali and Spanish speaking parents are on-hand, as these are the dominant home languages spoken in our school. The Translation and Interpretation Unit is used when needed.

5. How do you evaluate the needs of the parents?

Parent Surveys, the school's annual Learning Survey, PA meetings and School Leadership Team meetings are means of obtaining data on parents' needs. The Parent Coordinator and the Administration participate in PA meetings and School Leadership meetings and review the Parent Surveys to determine the needs of parents. Workshops are scheduled to address the needs identified in the surveys. The Parent Coordinator seeks resources for workshops pertinent to identified parent needs, outside academic areas (i.e. gang awareness, internet safety, CPR). Translators for Bengali and Spanish speaking parents are on-hand, as these are the dominant home languages spoken in our school. The Translation and Interpretation Unit is used if no translation is available.

6. How do your parental involvement activities address the needs of the parents?

We have a weekly opportunity for all parents to bring their children to our school library to select books for themselves and/or for their children. Monthly literacy and math workshops focus on student learning and providing parents with the strategies they need to support their children academically. An Adult ENL program is offered 1 evening weekly in Level 1 and Level 2 English. This program is conducted this year from December to May to instruct parents of our ELL students so they become role models and enable them to be active participants in their children's learning. Our Parent Coordinator, Carmen Garcia, is on hand to coordinate language assessment testing, support and encourage parents to participate. During the Adult ENL classes parents are instructed through classroom lessons and use of a CD program in which technology is integrated.

Translators for Bengali and Spanish speaking parents are on-hand, as these are the dominant home languages spoken in our school. The Translation and Interpretation Unit is used when needed.

### 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.

Paste response here:



School Name: **PS 56 Norwood Heights School**

School DBN: **10X056**

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)
Maureen O'Neill	Principal		
Mary Finn	Assistant Principal		
Carmen Garcia	Parent Coordinator		
Mary Beth Burns	ENL/Bilingual Teacher		
	Parent		
E. McGill Respect for All	Teacher/Subject Area		
	Teacher/Subject Area		
Daisy Melendez	Coach		
	Coach		
Stacy Kuti	School Counselor		
Melodie Mashel	Superintendent		
Caterina DiTillio	Borough Field Support Center Staff Member _____		
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **10X056**

School Name: **P.S. 56 The Norwood Heights School**

Superintendent: **Melodie Mashel**

### 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](http://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

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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.

Home Language Surveys are the first source of information about each parent's predominant language. That information is entered into ATS. In addition, our Emergency Cards (Blue Cards) completed at time of student registration indicate parents' preferred languages which are entered into ATS. We access ATS periodically to attain print-outs of languages spoken at home. This supports our efforts to accommodate our parents in their preferred home language.

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.

The predominant language in our school is Spanish, followed by Bengali. Urdu, Arabic, Albanian, Mandarin, French and Fuzhounese are also preferred languages for both written and oral communication for some of our parents.

## Part B: Creating a Communications Calendar

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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.)

Parent Handbook 2015-2016: September 2015  
Monthly calendars (September 2015 - June 2016)  
Parent-Teacher Conference announcements (November 2015 and March 2016)  
After School Help Program information (September 2015)  
New York State testing dates (included in Parent Handbook)  
Letters from the Administration (as required)  
Adult ELL program announcements November 2015 - May 2016

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.

September Get Acquainted Meetings September 2015  
Parent-Teacher Conferences: November 2015, March 2016  
Promotion in Doubt Meetings: January 2016  
Monthly Parent Workshops in Literacy and Math (October 2015 - June 2016)  
Tuesday Parent Engagement activities (September 2015 - June 2016)  
IEP meetings (annual reviews, initials and reevaluations) September 2015 - June 2016  
Annual meetings for parents of ELLs (October 2015 - June 2016)

## Part C: Providing Language Assistance Services

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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.

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

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.

Translators will be solicited for formal face-to-face meetings from staff first, parents second, and if not available, a translating service. 97% of our oral translation needs are met in this manner. For those parents of other languages, the Translation Unit provides phone interpretations. Funds will be used to utilize The Big Word (an outside DOE approved vendor) when necessary (i.e. IEP social history meetings).

#### **Part D: Training Staff on Policies and Procedures**

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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.)

Professional Development and a school generated DOE email will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service.

#### **Part E: Providing Notice of Language Assistance Services**

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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

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

#### **Part F: Monitoring and Quality Control**

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

The parent coordinator distributes the P.S. 56 parent survey to all parents, including parents of ELLs (October 2015), to gather feedback on quality and satisfaction of services provided by school. In addition, parent satisfaction on the annual NYC School Survey provides valuable feedback .