2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 27Q056
School Name: P.S. 056 HARRY EICHLER
Principal: ANN LEITER
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Section 2: School Leadership Team (SLT) Signature Page

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Section 1: School Information Page

School Information

School Name: Harry Eichler
School Number (DBN): 27Q056
Beds Code: 34-27-00-01-0056
Grades Served: 2-5
School Address: 86-10 114 Street, Richmond Hill, NY 11418
Phone Number: (718) 441-4448
Fax: 929-372-7771
Email Address: aleiter@schools.nyc.gov
School Contact Person: Ann Leiter
Principal: Ann Leiter
UFT Chapter Leader: Stefanie Weinstein-Podber
Parents’ Association President: Crystal Gonzalez-Khan
SLT Chairperson: Rose Ramirez
Title I Parent Representative (or Parent Advisory Council Chairperson): Jenny Atkinson
Student Representative(s): N/A
CBO Representative: N/A

District Information

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

Field Support Center (FSC)

FSC: District 27
Executive Director: Marlene Wilks
Executive Director's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416

Executive Director's Email Address: MWilks@schools.nyc.gov

Phone Number: 917-520-6743

Fax: 718-281-3509
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann Leiter</td>
<td>*Principal or Designee</td>
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<tr>
<td>Stefanie Weinstein-Podber</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Crystal Gonzalez-Khan</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Jenny Atkinson</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Laura Devlin</td>
<td>Teacher</td>
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<tr>
<td>Rose Ramirez</td>
<td>Teacher</td>
<td></td>
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<tr>
<td>Donald Dowdell</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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</tr>
<tr>
<td>Nayeli Ossowski-Garcia</td>
<td>Parent</td>
<td></td>
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<tr>
<td>Maria Tejeda</td>
<td>Parent</td>
<td></td>
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<tr>
<td>Jose Martinez</td>
<td>Parent</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
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<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<td><strong>Collaborative Teachers</strong>: 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.</td>
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<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

**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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

#### 1. What is your school’s mission statement?

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

In order for our school to flourish academically and socially, staff will bring an open mind regarding classroom structure, curriculum, learning style, and teaching style to each teaching moment. Students and staff will learn through collaboration and professional learning communities. Engagement will be founded on student choices and
interests with a student directed environment. We believe that parents and staff need to work together to fully support each child’s education. Education is a joy as well as personal empowerment.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P.S. 56Q has a rich cultural diversity. We have a unique structure as a grade 2-5 school. We have Inclusive Collaborative Teaching (ICT) classes in grades 2, 3, 4, and 5, an ENL push-in class on each grade, and two bridge self-contained classes (grades 3/4 and 4/5). The staff has taken on the responsibility of collaboratively planning as a grade on a weekly basis. Beginning in the 2014-2015 school year, we implemented Positive Behavior Intervention Support (PBIS) in our school to promote both social and academic success. During the school year, parents are invited to attend evening workshops in literacy, math, and science as well as in non-academic events including Mom and Me Night, Dad and Me Night, and our Multicultural Night. We partner with HDR, a private engineering firm, which support STEM learning and school-wide team building skills.

3. Describe any special student populations and what their specific needs are.

We have inclusive Collaborative Teaching (ICT) classes in grades 2, 3, 4, and 5, two bridge self-contained classes (grades 3/4 and 4/5), and an ENL push-in class on each grade. All students are placed in literacy classes during our school-wide literacy block according to need and teacher proficiency.

4. Identify 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.

1 - P.S. 56Q has strong collaborative teacher teams. Eight teachers participated in our Math Collaboration Action Research Program (CARP). They met weekly to conduct research, co-plan lessons, share best practices, analyze student work and consistently collect data in order to choose next steps for instruction. Our areas of focus for the 2017-2018 school year were to expand these strategies to the rest of the staff to embed coherence in delivery of math instruction to all children.

2 - In the 2017-2018 school year, we had 4 teachers participate in the Teacher Leadership Program acquiring leadership skills as facilitators for CARP and grade level teams. We also had 4 teachers participate in extensive content training in math through Algebra for All. This has transformed how children engage with math.
### School Demographics and Accountability Snapshot for 27Q056

**School Configuration (2018-19)**
- **Grade Configuration**: 02,03,04,05
- **Total Enrollment (2017-18)**: 387
- **SIG Recipient (Y/N)**: No

**English Language Learner Programs (2018-19)**
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

**Special Education Programs/Number of Students (2015-16)**
- **# Special Classes (ELA)**: 20
- **# SETSS (ELA)**: 16
- **# Integrated Collaborative Teaching (ELA)**: 48
- **# Special Classes (Math)**: 20
- **# SETSS (Math)**: 9
- **# Integrated Collaborative Teaching (Math)**: 47

**Types and Number of Special Classes (2018-19)**
- **# Visual Arts**: 5
- **# Music**: 5
- **# Drama**: 5
- **# Foreign Language**: 5
- **# Dance**: 5
- **# Integrated Collaborative Teaching**: 5
- **# Integrated Collaborative Teaching (ElA)**: 5
- **# Integrated Collaborative Teaching (Math)**: 5
- **# Integrated Collaborative Teaching (Science)**: 5
- **# Integrated Collaborative Teaching (Social Studies)**: 5

**School Population and Accountability (2018-19)**
- **% Title I Population**: 82.0%
- **% Attendance Rate**: 94.0%
- **% Free Lunch**: 75.2%
- **% Reduced Lunch**: 6.2%
- **% Limited English Proficient**: 25.8%
- **% Students with Disabilities**: 18.1%
- **% Black or African American**: 4.7%
- **% Asian or Native Hawaiian/Other Pacific Islander**: 36.2%
- **% Multi-Racial**: 5.4%

**Student Composition (2018-19)**
- **% American Indian or Alaska Native**: 12.4%
- **% Black or African American**: 41.3%
- **% Hispanic or Latino**: 25.8%
- **% Multi-Racial**: 18.1%

**School Performance for Elementary and Middle Schools (2017-18)**
- **ELA Performance at levels 3 & 4**: 51.1%
- **Mathematics Performance at levels 3 & 4**: 31.4%

**Science Performance at levels 3 & 4 (4th Grade) (2016-17)**
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17)**: 82%

**Student Performance for High Schools (2016-17)**
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A

**Regents Diploma w/ Advanced Designation (2015-16)**
- **% ELA/Math Aspirational Performance Measures**: N/A

**Overall NYSED Accountability Status (2018-19)**
- **No**
- **Recognition**: N/A
- **Local Assistance Plan**: No
- **Focus School Identified by a Focus District**: No

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **White**: N/A
  - **Hispanic or Latino**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A

#### High School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
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<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>and action plan for this Framework element?</td>
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</table>

PS 56Q has a strong, experienced, and committed staff. Rigor involves coherent instruction, challenging tasks, aligned assessments and professional collaboration. Teachers attend high quality PD throughout the year in a continuous cycle of improvement. We are focused on the Danielson's Framework for Teaching 1e: Designing Coherent Instruction and 3c: Engaging Students in Learning.

Data from the school-wide universal screener, STARS, in administered three times a year, is the Fountas & Pinnell reading assessment. These two tools, in concert with teacher observations and student classroom performance, inform grouping and progress. Combined information is analyzed individually, by class, grade and school-wide. Spring 2018 analysis of data indicated that 28% of targeted children made more than one year's progress, 47% of children school-wide scored on or above grade level, 23% scored below grade level, and 30% scored far below grade level. Our targeted population will be those children who scored below grade level rather than far below grade level. Children scoring far below grade level will receive tier III intervention.

We also administer the Fountas & Pinnell reading assessment. Analysis of Spring 2018 data indicate that we exceeded our 2017-2018 goal by 3% with 28% of targeted children making more than one year's progress. We attribute this achievement to our unique school-wide grouping. PS 56Q implements a whole school approach to reading instruction. Children are matched with teachers, not necessarily by grade but rather by reading level and teacher strengths. Children are assessed three times a year and flexibly grouped according to movement or need. We have a dedicated double literacy block of 90 minutes each day. We honor this time on task by making it a prep free time and by designating specific school-wide trip days, so as not to interfere with literacy and hold it as a school-wide priority.

Our 2018 School Learning Survey indicated that 100% said that teachers talk with one another about instruction, 96% of teachers said that the school has well-defined learning expectations for all students, and 93% of teachers say that students feel challenged and have to work hard to do well. Additionally, 97% of families say that they are satisfied with the education their child received this year. Our strength derives from our school’s two-year participation in the Collaborative Action Research Program (CARP), that utilized research to identify strategies and resources to deepen student agency, where children are active participants in their own learning process. The work from the CARP Literacy Team will be presented to all staff at the September 2018 faculty conference to share the structures and strategies, provide the necessary resources and clarify the expectations. This will support our continuing efforts to deliver coherence of instruction school-wide.

Our goal for the 2018-2019 school year is to have 30% of targeted children scoring below grade level but not far below grade level to make 1.5 years of progress.
Our next step for multiple grade level planning sessions is to align each grade to school-wide strategies and approaches. We will form a multi-grade Literacy Team to be supported by the NYC DOE Collaborative Action Research Project, (CARP). CARP staff will focus on studying the teaching and learning aspects of an issue, collaboratively designing an action plan and systemically implementing that plan with ongoing progress monitoring with the professional expertise of the CARP DOE staff.

Our goal for the 2018-2019 school year in literacy is to continue to use research, student input and outside professional expertise to support our efforts to motivate students to read and write. Throughout the 2018-2019 school year, the CARP Literacy team will create student and teacher surveys, design lessons and analyze student work related to reading and writing. Teachers will focus their research on ways to motivate students to write on task and increase student agency in writing.

By June 2019, CARP team teachers will create at least 2 units of study in literacy that connect the text students are reading to a writing task.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 25% of general education students, as identified within our targeted literacy subgroup will make 1.5 years reading progress as determined by the Fountas & Pinnell reading assessment system.
### Part 3a – Action Plan

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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<td></td>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
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<tr>
<td>Seven of our teachers will participate in the Collaborative Action Research Program, CARP. They will attend professional development beginning August 2018. Teachers will meet a minimum of 10 hours a month to:</td>
<td>7 teachers and administration</td>
<td>9/5/18-6/25/19</td>
<td>Jessica Weigel, Jennifer Catania, Kristen Innvar, Entela Kodra, Harry Durgaprasad, Angela Aquilino, Kim Riley</td>
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<tr>
<td>Develop a problem statement and research question</td>
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<tr>
<td>Collect and analyze identified data</td>
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<td></td>
</tr>
<tr>
<td>Share learnings across the school and system</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in professional learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet 2 - 4 times per month in CARP team meetings at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in the on-line learning community.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children will be assessed three times per year, October, February, and May in both STARS and Fountas &amp; Pinnell. Results will be analyzed. Adjustments in groupings will be made accordingly. Data will be analyzed through progress monitoring.</td>
<td>Grades 3-5</td>
<td>9/5/18-6/25/19</td>
<td>General education, literacy group staff, administration, Rose Ramirez and Stefanie Podber</td>
</tr>
<tr>
<td>Parents will be invited to workshops discussing the curriculum shifts and problem solving strategies.</td>
<td>Grades 3-5</td>
<td>9/5/18-6/25/19</td>
<td>Parents, grades 3-5</td>
</tr>
<tr>
<td>Literature on each topic will be sent home to parents to include on-line links to support students and parents.</td>
<td>Grades 3-5</td>
<td>9/5/18-6/25/19</td>
<td>Literacy, CARP Staff</td>
</tr>
<tr>
<td>In February 2018, staff will analyze the assessment of students' Fountas &amp; Pinnell levels as well as their STARS on-line assessment performance to compare October to February data and plan next step instruction accordingly.</td>
<td>All staff</td>
<td>9/5/18-6/25/19</td>
<td>All Staff</td>
</tr>
<tr>
<td>Flexible grouping will support targeted instruction, student collaboration and differentiation.</td>
<td>All staff</td>
<td>9/5/18-6/25/19</td>
<td>All Staff</td>
</tr>
<tr>
<td>Multiple grade level planning sessions to collaboratively plan units based on CCLS, Notice &amp; Note, Wonders, and other resources, schoolwork.</td>
<td>All staff</td>
<td>6/1/18-6/25/19</td>
<td>All Staff</td>
</tr>
<tr>
<td>CARP teachers will attend Professional Development in writing strategies.</td>
<td>All staff</td>
<td>7/17/17-6/26/18</td>
<td>All Staff</td>
</tr>
</tbody>
</table>
Grade level teacher teams will design assessments aligned to the Common Core writing standards. Assessment questions will require students to include specific details from text to justify their thinking.

Provide students with real life events/trips in which to use mathematical strategies.

Provide students with manipulatives as a hands-on experience.

Develop lessons that scaffold the student's mathematical thinking while using picture cues to assist.

Teachers Grades 3-5  9/5/18-6/25/19  CARP, Literacy Staff

Students  9/5/18-6/25/19  Teachers

Students  9/5/18-6/25/19  Teachers

Students  9/5/18-6/25/19  Teachers

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents are invited to discuss student progress during student led conferences twice a year. Parents will also be invited to evening Curriculum Information Sessions, Meet the Teacher Night, PT Conferences, the Book Fair, and Tuesday afternoon parent period for 1:1 collaboration for student support.

Part 4 – Budget and Resource Alignment

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

The 2018-2019 school year schedule is designed to create a school-wide literacy block during periods 3 and 4. We will utilize our resource of staff teaching experience and successful collaboration. In addition to all classroom teachers, additional groups will be formed and taught by our ENL teacher and gym teacher. Three cluster teachers, will also push in one period each day to an assigned group. The support of each of these staff members will assist us in reducing the teacher-student ratio. Curricula will include the Wonders Program - grades 1 and 2, Journeys Reading Program in grade 3, NYS Expeditionary Learning in grades 3, 4, 5, Cornerstones in grade 4, Fundations, Recipe for Reading, Read Naturally, CCLS, and Guided Reading texts. Financial funds will be used to purchase consumable student materials and complementary texts.

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

|  | X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
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| | | | | | | | | | | |

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. By February 2018, 50% of targeted students will make 1.5 years reading progress as measured by Fountas & Pinnell.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

- Fountas & Pinnell Reading Assessment System
- STARS, an online universal assessment
**Part 5c.** In **February 2019,** 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

PS 56 has a very knowledgeable and collaborative staff. Our 2016-2017 Learning Survey indicated that 100% of teachers agreed or strongly agreed that at "their school, teachers talk with one another about instruction." In reviewing our curriculum maps school-wide for the 2017-2018 school year, it was determined that we need to better align content and skills between the grades. Our previously established Vertical Planning Teams for literacy, writing, and math met at least once a month. There were struggles with goals setting, communicating to the larger school-wide community and alignment across the curricula. There is a need for more definitive team leadership and data driven professional learning communities. In order to establish this consistency and productivity both within each subject area as well as across the teams, three staff members will participate in the NYC DOE Teacher Leadership Program in the 2018-2019 school year. They will develop leadership skills to lead more effective team efforts. One of those teachers will serve as team leader for the CARP Literacy Team, one will serve as the lead for our CARP Math Team, and the third teacher will support the grade 4 Algebra for All Team. See CEP Goal 5C.

In our three years of implementing the Positive Behavior Intervention System, (PBIS), we have made several advances including the establishment of a common language, common expectations with a behavior/consequence rubric, and a focus on supporting the needs of targeted students. As we moved to address the needs of a targeted population with socialization needs, our monthly grade-level PBIS assemblies became more informative in nature rather than intrinsic in impact.

In September and October of the 2017-2018 school year, we experienced a reduction of 70% of children assigned supervised lunch. We noted children's increased willingness to talk out problems. As a result, we will follow student readiness and promote more student voice and provide problem solving strategies.

One very effective outcome of our PBIS program was the implementation of "Starbucks," a recognition system for meeting expectations for both individuals and classes. From the inception of our PBIS discussions, we decided that we wanted recognitions be non-tangible rewards opting for an extra computer period, a free period in the yard, a no homework pass, etc. The incidents where the expectations and recognitions were the most consistent over the school year, were morning line-up and lunchroom behavior. As a result, we will continue issuing Starbucks in the 2018-2019 school year. It will be reviewed to reflect updated goals and needs by a PBIS Team three times a year.

Going forward, we need to design a school-wide system for communicating expectations in all aspects of school life, addressing personal responsibilities and social awareness. PBIS is founded on Respect, Responsibility and Ready to Learn. It will be the work of the PBIS Team to maintain the effective aspects of the program while incorporating three
aspects: present direct information on bully prevention and appropriate responses, design assemblies to focus on specific language and strategies in regards to bully prevention and response to bullying, and redesign the role of PBIS going forward based on student needs/data. To date, 11 teachers will implement and SEL curriculum in their homeroom supported by staff schoolwide.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 the PBIS Team will use teacher survey results and student data to redesign the role of grade level assemblies, classroom expectations and the role of Starbucks, thereby reducing incidents of supervised lunch consequences by 50% as measured by weekly records.
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All staff | September 2018 | Principal |
| Invite interested staff to participate as SEL team members for the 2018-2019 school year, with efforts made for representation of each grade and cluster group. | All staff | September 2018 | Principal |
| The 2018-2019 SEL Team will set school goals, annual goals, and a monthly pacing calendar. | SEL Team Committee | September/October 2018 | PBIS/SEL Team |
| Monthly grade assemblies (grades 2 and 3) (grades 4 and 5) collaboratively presented by staff. Topics reflect 2018-2019 SEL curriculum and pacing calendar through a student- centered approach. | All students | September 2018 - June 2019. | Classroom Staff |
| SEL Team will promote expectations with parents at September Meet the Teacher Night, through parent letter announcements, and PBIS monthly awards.  
SEL Team will meet monthly to analyze data, ensure integrity, and communicate progress to all staff of data collection, and program expectations. | All parents | September 2018- June 2019. | SEL Team |
| We will partner with parents to support positive student behavior. We will provide a parent kick-off event at the school-wide Meet the Teacher Night in September. Parents will receive copies of the matrix. | All parents | September 2018 | All Staff, Parents and Children |
| Present PBIS awards at monthly PTA meetings. Awards will rotate foundational premise of Respect, Responsibility, and Ready to Learn. | All students/parents | October 2018 - June 2019. | Principal |
| We will issue PBIS Starbucks redeemable for individual and whole class acknowledgement of implementation of school-wide expectations. | All students | September 2018 - June 2019. | All staff school-wide |
| Staff will receive PD on updated PBIS pacing calendar, program expectations, and ongoing progress. | All staff | September 2018 - June 2019. | PBIS Team |
| Data will be collected monthly on student behavior to identify progress toward PBIS goals. In February 2019, we will review progress toward PBIS Team annual agenda. (see above) and make adjustments to the Action Plan, as applicable. PBIS Team will meet monthly to analyze data from the weekly recording sheets. | All staff | September 2018 - June 2019. | PBIS Team |
| SEL training: | All staff | September 2018 - June 2019 | All Staff and Children |
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

The SEL Team will present a short overview of our SEL curricula, annual goals, and pacing calendar at the September 17, 2018 Meet the Teacher Night. Parents will be notified by the school through a personal letter if their children will be recognized at the upcoming PTA meeting with a PBIS award. Parents will also be notified by telephone call or class Dojo if their children failed to meet a PBIS expectation and to receive a matrix-based consequence.

Each month parents will be notified by letter if their child is to receive a PBIS award, to be presented at the PTA meetings.

Part 4 – Budget and Resource Alignment

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

In order to support this goal, we will utilize the supports of all staff members at PS 56Q from the teaching staff to the kitchen staff. Together we will implement the expectations of PBIS through introductory assemblies for staff, students, and parents. We will also distribute Starbucks to students according to the PBIS expectations. We will implement a recognition system for children to redeem earned Starbucks as individuals and as a class. The PBIS Team will collect data, analyze information, and communicate results to staff. They will meet monthly to monitor, assess and adjust the program as needed.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>X</td>
<td>PTA Funded</td>
<td>In Kind</td>
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<td></td>
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<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

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.

- By February 2019, incidents of conflicting student conversations will be reduced by 15% as measured by classroom incident sheet data.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Monthly SEL Team agendas and annual pacing calendar will be used to drive the curriculum and SEL goals for the year.

Individual and Class Starbucks will be issued to acknowledge having achieved program expectations according to the rubric.
A monthly-based topic PBIS award will be presented to one child in each homeroom from October to June. Topics to reflect monthly pacing calendar focus.

An all staff meeting will be held in February 2019 to discuss data, program progress, and monitoring and develop next school-wide steps.

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

As identified in goal 5A of this CEP for Rigorous Instruction, students math levels increased due to teacher participation in the Collaborative Action Research Project (CARP). Due to the success of the program, we have decided to establish a CARP Team this school year to research ways to increase teacher and student feedback in writing and mathematics.

As per our last Principal Performance Observation, October 19, 2017, it was indicated that an area of focus is to align the lesson objective and instruction to the assessment and provide students with meaningful feedback.

In order to establish consistency of best feedback practices in writing and mathematics, fourteen teachers in grades 2, 3 and 5 will participate in the Collaborative Action-Research Project, CARP to research feedback. CARP is a NYC DOE program offered through the Office of Curriculum, Instruction and Professional Development Learning in the Division of Teaching and Learning. It is a professional learning community of school, borough and central-based educators who engage in the school-level collaboration action research. It is a process that involves identifying research questions based on problems of practice, constructing action plans evaluating the problems of practice with data and research and using lessons learned to make changes that impact student learning, teacher practice and school-wide systems and structures change.

Teachers will attend professional development during the school year. Teachers will meet a minimum of 10 hours a month to:

- Develop a problem statement and research question
- Collect and analyze identified data
- Share learnings across the school and system
- Participate in professional learning
- Meet 2-4 times per month in CARP team meetings at school
- Participate in the on-line learning community

Based on this year’s CARP observations and discussions, gaps were identified in the area of teacher and student feedback. In order to provide structure, consistency, and support, staff will participate in the Collaborative Action-Research Program.
### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, **Measurable**, Achievable, Relevant, and Time-bound.

By June 2019, eight teachers will have spent eleven months participating in our CARP Literacy Team for the purpose of gaining professional development knowledge of feedback to improve student achievement and ownership of learning by 25% as measured by student and staff surveys and samples of student work before and after feedback.
Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>9/5/18-6/28/18</td>
<td>Classroom teachers</td>
</tr>
<tr>
<td>All students</td>
<td>9/5/18-6/25/19</td>
<td>Classroom teachers</td>
</tr>
<tr>
<td>All students</td>
<td>9/5/18-6/25/19</td>
<td>All Staff</td>
</tr>
<tr>
<td>All staff</td>
<td>9/5/18-6/25/19</td>
<td>Administration</td>
</tr>
<tr>
<td>All staff</td>
<td>9/5/18-6/25/19</td>
<td>All Staff</td>
</tr>
<tr>
<td>Staff of select classes</td>
<td>9/5/18-6/25/19</td>
<td></td>
</tr>
</tbody>
</table>

Students will be administered a beginning of year survey about student and teacher feedback on writing and math.

Students will be surveyed three times a year, September, February, and May. Results will be analyzed. Adjustments in teacher practice and activities will be made accordingly.

Students will understand the purpose and structure of feedback and apply feedback to their work.

Teachers will research strategies to learn how to provide children with actionable feedback.

Teachers meet weekly to discuss research data and their observations to inform and adjust instructional practices.

Teachers will conduct intervisitations to one another’s classrooms to observe targeted feedback strategies.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

There will be an overview of the Program at the 9/17/18 Meet the Teacher Night. Parents will also be invited to evening Curriculum Information Sessions, Meet the Teacher Night, PT Conferences, the Book Fair and Tuesday afternoon parent time for 1:1 collaboration for student support on the topic of feedback for school and at home.

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.

- Purchase student notebooks and related materials for hands on projects.
- Staff to be paid per session for professional development in August 2017 for the CARP Program.

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

By February 2019, 25% of children in CARP Team member classes will revise their work consistently according to teacher actionable feedback as measured by comparing students pre- and post-feedback work in reading, writing, math and science.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Progress will be measured by monthly review of student work exhibiting teacher feedback and student application of teacher feedback. A feedback rubric will be used to assign a score on a 1-4 scale. Teacher and student surveys will be administered.

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

As we move into more collaborative teacher teams through CARP and Algebra for All, there is a need for more definitive team leadership and data driven professional learning communities. In order to establish this consistency and productively both within each subject area as well as across the teams, three staff members will participate in the NYCDOE Teacher Leadership Program in the 2018-2019 school year. Through this program, they will develop leadership skills to lead more effective team effort in Math and Writing. For the upcoming school year, one teacher will serve as the team leader of our Grade 2 math group, another teacher will serve as the lead for the Grade 4 Algebra for All group, and the third will lead the Grade 5 writing team – all focusing on our school wide goal of feedback. They will also connect with parents about the growth of our students during conferences and monitor how this work has impacted our students learning.

### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, lead teachers will apply professional development skills acquired through their participation in the NYC DOE Teacher Leadership Program as leaders to two Algebra for All Teams and one grade 5 Social Edmotional Learners (SEL) project groups as evidenced by weekly meeting minutes, unit and lesson plans (Math) and SEL project with rubric.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three participating staff members</td>
<td>10/17/18-6/25/19</td>
<td>Three staff members and Administration</td>
</tr>
<tr>
<td>Three participating staff members</td>
<td>9/5/18-6/25/19</td>
<td>Three staff members and Administration</td>
</tr>
<tr>
<td>Three participating staff members</td>
<td>9/5/18-6/25/19</td>
<td>Three staff members and Administration</td>
</tr>
<tr>
<td>Three participating staff members</td>
<td>9/5/18-6/25/19</td>
<td>Three staff members and Administration</td>
</tr>
</tbody>
</table>

**Three teachers will attend monthly classes and online professional development sessions from October 2018 to June 2019 to develop their leadership capacity.**

**Teachers will facilitate monthly school-based professional learning communities (PLC) which will focus on collaborative inquiry, instructional improvement and commitment to establishing collaborative cultures of equality and trust. They will focus on three main areas: Instructional Leadership, Building a Professional Community, and Surfacing and Managing Controversy.**

**Teacher Leadership Program (TLP) participants will submit monthly agendas and weekly meeting minutes to administration aligned to progress goals.**

**Teacher Leadership Program (TLP) participants will analyze data on impact of instructional practices.**

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will be informed that select staff are receiving specialized training to develop their leadership skills at the September “State of the School” address as part of a larger sharing around the professional community and ongoing professional development. Parents will also be provided opportunities to connect with participating staff members through **workshops, parent teacher conferences, & parent engagement time**.
### 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.

Professional Development will be provided by the NCDOE Teacher Leadership Program beginning in September 2018. Per session will be provided by the Teacher Leadership Program for participating staff members. Training will take place monthly at PS 56 Q. In addition, trained staff will meet during the contractual after school professional development time on Mondays. Algebra for All teachers will also receive professional development to continue to develop and enhance their understanding and using of the strategies learned.

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

<table>
<thead>
<tr>
<th></th>
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<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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.

By February 2019, Teacher Leadership Program trained staff will have established monthly meetings, set next step agendas, and initiated discussions around analyzing student work. Measurement will include the Lead Teacher’s monthly reflections and the survey results of teachers participating in groups lead by Teacher Leadership Program Trainees as to the impact of the group work on their instructional practices.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Weekly minutes of the two Algebra for All teams and the grade 5 writing/SEL Teams will be assessed for progress according to a 4 point rubric that divides the annual goal into four priority categories: team culture and coherence, participation of all group members in discussions, contributions of all members (bring articles, volunteer to design materials, etc.) and impact on teacher instructional practice as per students work samples and data.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Student Led Conference Goal

One of our primary goals for parent involvement at PS 56Q is home-school collaboration to support students’ academic success. In the past, the home-school connection has included parent teacher conferences and parent workshops. Parent workshops are held on topics related to the Common Core standards and areas of need/concern in each of the grade areas (science, math, literacy, internet safety, etc.) with an average attendance of 40 families. Our parent teacher conferences are well attended with an average 92% rate.

However, the short amount of time allotted for parent teacher conferences do not provide sufficient time to discuss students as whole learners. While teachers have used parent engagement time on an as needed basis to connect and collaborate with parents, not all parents participate. We will add a new structure into our parent engagement time on Tuesday afternoons to encourage student and parent participation in partnership with teachers in the education of the children.

In the past, parent teacher conferences consisted of a conversation between teacher and parent. The student, if parent chose or teacher requested, was a bystander in the conversation with little input as to the topic of conversation of discussion as to next steps. Student led conferences will further develop student agency and allow students to have a voice in creating academic goals, setting a plan to achieve these goals, and reflecting on their growth.

In the 2017-2018 school year, our CARP literacy team explored the role of student agency in increasing student engagement and progress. When instructional practices were adjusted to reflect student input, there was a noted improvement in the quality and quantity of student independence and productivity. We want to expand and respect the student role as a contributing voice in student success.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, 75% of students will meet with their literacy teacher and their parents in a student led conference to discuss personal strengths and goals they have for themselves as measured by Student Led Conference parent feedback forms.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In September, teachers will implement the grade level structures for student led conferences.</td>
<td>All grades</td>
<td>9/5/18-6/25/19</td>
<td>All staff</td>
</tr>
<tr>
<td>Teachers will meet with parents and students in their literacy classes to discuss strengths and needs and develop an action plan with students and parents.</td>
<td>All grades</td>
<td>9/5/18-6/25/19</td>
<td>Teachers, Parents, Students</td>
</tr>
<tr>
<td>Teachers will check in with parents and students regarding the goals set at student led conferences.</td>
<td>All grades</td>
<td>9/5/18-6/25/19</td>
<td>Teachers, Parents, Students</td>
</tr>
<tr>
<td>Teachers will create prompts for student led conferences to support student thinking and sharing.</td>
<td>All grades</td>
<td>9/5/18-6/25/19</td>
<td>Teachers, Students</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Parents will receive several school-based written notices, personal phone calls, class DOJ updates/messages and personalized invitations.

### Part 4 – Budget and Resource Alignment

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

The knowledge-base of the team is valued as resource. It will be supported with professional texts, dedicated PD time on Mondays and common preps.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
</tbody>
</table>

### 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.

By February 2019, at least 50% of families will have met with their child’s literacy teacher at least once. Success will be measured by the attendance data and feedback sheets from the December student led conferences.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

We will measure success by attendance of children/parents who attended Student-led Conferences.

**Part 5c.** In **February 2019**, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to <a href="#">NYSED’s memo.</a>)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>As part of the State/DOE RTI Project, we are implementing a universal screener, STARS 360, to all students 3x a year. Results will be analyzed. Children’s scores falling within designated cut off points will be assigned to tier I, II, III services.</td>
<td>Fundations. Recipes For Reading Read Naturally (fluency), Close Reading, Reader’s Theatre Note &amp; Notice, Paragraph frames for essay structures.</td>
<td>Small group, One-to-one instruction, On-line supplement</td>
<td>Pull-out during the day After school small group tutoring</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>In addition to monitoring unit performance, all children will be administered STARS, a school-wide universal screener for Math. Children scoring in the (yellow) intervention and (red) urgent intervention ranges will be provided targeted support in Mathematics.</td>
<td>Algebra for All strategies, RTI Tier II or III intervention. Close Reading in math problem solving</td>
<td>Whole class, small group, independent, partnerships, one to one, and online.</td>
<td>Summer School July/August 2018 and during the school day, September 2018 to June 2019.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Classroom unit assessments and grade-wide NYSexam</td>
<td>Hands-on activities Small group content instruction</td>
<td>Small group</td>
<td>After school two days a week</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Classroom performance and unit assessment results are analyzed to determine which children are meeting expectations and which need additional support in vocabulary, content, text, map skills, etc.</td>
<td>Project-based Learning, guided reading, close reading.</td>
<td>Whole class, small group, independent partnerships and one to one use of smartboard technology.</td>
<td>During the school day</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>School staff and parents refer children for counseling services based on teacher observations, student behaviors, and students' conversations.</td>
<td>Recipes, Fundations, PAF, role playing, writing with sand, paint or water, Readers Theatre Versatiles, Olweus and online programs.</td>
<td>Whole class, small group, independent partnerships and one to one use of smartboard technology.</td>
<td>During the school day, Child Center of NY Guidance Services, After School, outside agencies are referred as needed.</td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**


<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>On October 31, 2017, we had 37 students identified as Students in Temporary Housing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Our STH students are included in our after school programs, and all parent social and curriculum evening programs. A full set of school supplies based on grade level supply lists are provided to each child in September. Additional individual items are also provided based on need.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

New staff are recruited through referrals and recommendations of NYC DOE colleagues and the DOE Teacher Finder system. Whenever possible, a hiring committee is formed with open invitation to all staff members via email. Interested volunteer staff members meet to determine interview questions and ideal responses based on license area. Together committee members interview all prospective candidates. Each interviewer rates each interviewee individually and compared to an anchor paper of expected responses. Ratings are discussed. Questions, responses and concerns are shared. The best quality candidate for our school is selected and hired by consensus.

All staff engaged in ongoing PD. They have input in a preference sheet for teaching assignment by license area, and are included in multiple school level decisions as a valued school community member.

Teacher assignments are made based on license, the best interests of the children, seniority, and specific staff experience.

Staff are invited to attend license-specific PD offered through the district and DOE to insure that they are highly qualified in the license area as well as self-selected professional development offered through outside organizations..

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).

Professional Development opportunities are emailed to all staff for self-selection by interest, need and license. PD opportunities offered during the summer are also emailed to all staff, for which they are compensated at per session rate.

Staff are always encouraged to attend PD in pairs or grade level groups to support their learning and implementation of new skills and information; especially in the area of CCLS.

Teachers also attend weekly in-house professional development on a variety of topics including but not limited to ENL, formative assessment, rubric writing, and vocabulary development.
Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

Not Applicable

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.

Our MOSL committee consists of 7 staff members including the AP, one grade 2 teacher representative, one grade 3 teacher representative, one grade 4 teacher representative, one grade 5 teacher representative and two cluster teachers. Together they review, discuss and select MOSL options for school-wide staff. In addition, staff have input on curriculum purchase and program implementation solutions.

Staff attend professional development in interpreting and analyzing state exam data, school-wide universal assessment data, and class/grade Mathematics unit results. Results are used to plan next step professional development agendas in professional learning communities.

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

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

2018-19 CEP 37
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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>41,133.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,366.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2,656,304.00</td>
<td>X</td>
</tr>
</tbody>
</table>

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

1The 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. PS 56Q School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 56Q will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
- 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;

Parental Involvement and School Quality

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

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

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

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary (ESSA) 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;

---

**Encouraging School-Level Parental Involvement**

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.

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**School-Parent Compact (SPC)**

In compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB), 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.

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### I. School Responsibilities: High Quality Curriculum

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 Elementary and Secondary (ESSA) Act;

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: _______</th>
<th>DBN: _______</th>
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</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply): Before school ☒ After school ☐ Saturday academy ☐

Total # of ELLs to be served: _______

Grades to be served by this program (check all that apply):

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<td>X</td>
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</tbody>
</table>

35
**Part B: Direct Instruction Supplemental Program Information**

| Total # of teachers in this program: | ____ |
| # of certified ESL/Bilingual teachers: | ____ |
| # of content area teachers: | ____ |

Describe the direct instruction supplemental program here and include the:
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ____

Begin description here: To assure success for our LEP students, we will use Title III funds to provide supplemental services that will help them in English Language acquisition and learning. Our ENL after school program will consist of two programs: ENL/ELA Literacy and Literacy/ NYSESLAT Test Prep. ENL/ELA literacy program will run from September 26, 2018 to December 20, 2018 two days/week, Wednesdays and Thursdays, for 24 instructional sessions of 1 hour. The Literacy/ NYSESLAT Test Prep will run from January 2, 2019 to June 13, 2019 two days/week, Wednesdays and Thursdays, for 40 instructional sessions of 1 hour. As of June 20, 2018, we have identified 98 LEP students (not including FELLs) that are receiving ENL services. The ENL After school program will target about 35 LEP students in grades 2 – 5 at different proficiency levels as identified by the NYSESLAT. Group size will be maintained at about 15 students per teacher. The main purpose of the program will be to support English Language development through a repertoire of research based strategies and Common Core Aligned tasks and texts. Since students in grades 3 -5 take standardized exams, the Spring session will provide ample opportunities for students to improve their English literacy skills and additional support in test preparation.

When grouping the students the teachers will take into consideration their language proficiency levels based on the 2018 NYSESLAT. In addition, teachers will analyze data from assessments used to identify students' strengths and weaknesses, such as Fountas & Pinnell reading levels, and ELL Periodic Assessments.

ENL/ELA literacy after school program will run from September 26, 2018 to December 20, 2018, 2 days/week, Wednesdays and Thursdays, for 24 instructional sessions of 1 hour. This program will address the needs of our 2nd and 3rd graders in all areas of literacy development: oral language, listening comprehension, reading, and writing. The New York State certified ENL teacher will work on fundamental literacy skills such as vocabulary development, activating prior knowledge, text representation, meta-cognitive development, and building schema. The teacher will use picture dictionaries, leveled library books, and technology to facilitate the acquisition of academic English. Students will work on rigorous Common Core Aligned tasks that promote English language development. The instruction will be in English. Students whose IEP mandates a bilingual paraprofessional will be supported by their bilingual paraprofessional.

Literacy/ NYSESLAT Test Prep after school program will run from January 2, 2019 to June 13, 2019 2 days/week for 40 instructional sessions of 1 hour. Most of the students from grades 4-5 that will participate in this program have scored Advanced on the 2018 NYSESLAT. The New York State certified ENL teacher will use Common Core Aligned texts, fiction and non-fiction, to address the needs of the students. The instruction will be in English and the ENL teacher will make use of research based strategies that are proven to accelerate the academic achievement of...
**Part B: Direct Instruction Supplemental Program Information**

ELLs. The teacher will implement vocabulary enrichment, scaffolding and supports for writing. The ENL teacher will use "New York ELLs" to prepare the students for the rigorous tasks of NYSESLAT. In addition to “New York ELLs” the teacher will use graphic organizers, visual aids, leveled books, and books on tape/CD to accelerate student learning. This after school program will provide additional literacy support and will help students get ready for the standardized tests. This program will target 4th and 5th graders. The students will get ample opportunities to be exposed to Common Core Aligned materials and have scaffolds in place to access them. The teacher will also use “Exploration in Non-fiction Writing” to support students in writing. Students whose IEP mandates a bilingual paraprofessional will be supported by the bilingual paraprofessional.

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

**Part C: Professional Development**

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

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

Begin description here: 

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

Teachers teaching ELLs in the ENL After school program will meet as a study group prior to the start of the program. They will meet for 2 days on 9/13/2018 ands 9/20/2018 for 1 hour after school. Our New York State certified ENL teacher, Entela Kodra, will provide a workshop on "Addressing the Needs of ELL Learners". This PD will be attended by the other Title III providers, the other New York State certified ENL Teacher and the bilingual paraprofessionals who will participate in our Title III program. Participants will also focus on a study of the SIOP method and targeted pedagogical strategies that can accelerate ELL’s academic achievement and English language acquisition. All Title III participants will analyze the most recent research based language acquisition practical suggestions in the following areas: vocabulary, scaffolding, native language and writing. They will complete a data analysis of ELL students participating in the After school program to identify implications for instruction.

Title III funds will also be used to provide per diem coverage to allow teacher attendance in workshops, both in school and outside the building.
### Part D: Parental Engagement Activities

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

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

Begin description here: 

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

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

Parents will also be invited to attend a few after school sessions where the ENL certified teachers will show them practices that they could do at home. Parents will be invited to watch two Reader’s Theater performances by the ENL after school students: one in the Winter and one in the Spring.

Parent workshops will be facilitated by the certified ENL teachers. Parents will be notified with notices in their language of choice. Translation and Interpretation unit will be utilized if needed arises.

### Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries</td>
<td>_____</td>
<td>_____</td>
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<tr>
<td>(schools must account for fringe benefits)</td>
<td>Per session</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Per diem</td>
<td>_____</td>
</tr>
<tr>
<td>Purchased services</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>High quality staff and curriculum development contracts.</td>
<td>_____</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Must be supplemental.</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>Additional curricula.</td>
<td>_____</td>
</tr>
</tbody>
</table>
### Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>instructional materials.</td>
<td></td>
<td></td>
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<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>——</td>
<td>——</td>
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<tr>
<td>Travel</td>
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<td>——</td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>——</td>
<td>——</td>
</tr>
</tbody>
</table>
**DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.**

**Part I: School ELL Profile**

### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borough</td>
<td>Queens</td>
</tr>
<tr>
<td>School Number</td>
<td>056</td>
</tr>
<tr>
<td>School Name</td>
<td>Harry Eichler</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Ann Leiter</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Deana Rinaldi</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
</tr>
<tr>
<td>ENL/Bilingual Teacher</td>
<td>Entela Kodra</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
</tr>
<tr>
<td>School Counselor</td>
<td>Giovanna Kroboth</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Lisa Chetram</td>
</tr>
<tr>
<td>Parent</td>
<td>Orinda Sinani</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Alison Vasquez</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Lina Cardenas</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Randy Pine</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Mary Barton</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td></td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td></td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>2</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>2</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td></td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td></td>
</tr>
</tbody>
</table>

### D. Student Demographics

| Total number of students in school (excluding pre-K) | 389 |
| Total number of ELLs | 89 |
| ELLs as share of total student population (%) | 22.88% |
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs):

Check all that apply:

- Transitional bilingual education program (TBE) [ ] Yes [x] No
  If yes, indicate language(s):

- Dual language program (DL) [ ] Yes [x] No
  If yes, indicate language(s):

- Freestanding ENL [ ] Yes [x] No

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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<th>12</th>
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<tbody>
<tr>
<td>TBE</td>
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</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

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

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

Analyzing the school wide data we have observed that most of our ELLs are reading below grade level. The following is example of the breakdown for ELL's performance levels in reading using Fountas & Pinnell Assessment in May 2017:

**Grade 2**
- 3 ELLs reading at AA level (-13 reading levels)
- 2 students reading at B level (-11 reading levels)
- 3 students at reading level D (-9 reading levels)
- 2 students at level E (-8 reading levels)
- 2 students reading at level F (-7 reading levels)
- 1 student at reading level G (-6 reading level)
- 5 students at reading level H (-5 reading level)
- 2 students at reading level I (-4 reading level)
- 2 students at reading level J (-3 reading level)
- 2 students at reading level K (-2 reading level)

**Grade 3**
- 2 students reading at D level (-12 reading levels)
- 2 students reading at E level (-11 reading levels)
- 4 students at level F (-10 reading levels)
- 2 students at level G (-9 reading level)
- 2 students at level H (-8 reading levels)
- 3 students at level I (-7 reading levels)
- 1 student at level K (-5 reading levels)
- 6 students at level M (-3 reading levels)
- 1 student at level N (-2 reading levels)

**Grade 4**
- 2 students reading at A level (-18 reading levels)
- 2 students reading at C level (-16 reading levels)
- 2 student reading at D/E level (-15/-14 reading levels)
- 4 students reading at F/G level (-13/-12 reading levels)
- 3 students reading at M level (-6 reading levels)
- 3 students reading at O level (-4 reading levels)
- 2 students reading at P level (-3 reading levels)

**Grade 5**
- 3 student reading at A/B level (-21/-20 reading levels)
- 3 students reading at level D/E (-18/-17 reading levels)
- 3 students reading at level K (-11 reading levels)
- 3 students reading at level M/N (-9/-8 reading levels)
- 3 students reading at level P/Q (-6/-5 reading levels)
- 3 student reading at level R (-4 reading levels)

Almost all of our newly admitted students are reading at more than 10 reading levels below grade expectations).
This year we will analyze all the data and move towards a Literacy block. All students will be placed in reading groups that could target their individual needs. Ongoing assessment strategies will be used to determine movement towards acquiring content standards. Ongoing assessment will be designed to collect evidence of student learning or need for changes to their placement. As it has been in the past few years, content area instruction will be aligned to Common Core Learning Standards. The analysis of the data will enable teachers to mediate the learning of various proficiency classifications: newcomers, SIFE, long-term ELLs, SWDs ranging from Entering to Commanding levels. The ENL teacher works collaboratively with the classroom teachers to evaluate student work and data to ascertain the language and cognitive demands of tasks aligned to CCLS. Teachers will continue to design lessons that meet CCLS while there is differentiated instruction to meet student’s individual needs and language acquisition level.

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

2. What structures do you have in place to support this effort?
Students are grouped in literacy classes by their reading levels and provided reading and writing instruction in small groups to target their individual needs. Students are assessed 3 times a year and, in case of growth, are transferred into the appropriate group.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
There are various ways how we evaluate the success of our programs for ELLs. We analyze the data from the ELA, Math, and Science exams to see how our ELLs are performing comparable to non-ELL students. In addition, our school has been consistently meeting the AYP for ELLs. We also analyze the data from the NYSESLAT and ELL Periodic Assessment. We look for trends and our students’ performance to which parts of our programs need to be revamped. We look at our ELL performance compared to ELLs in comparable schools. Throughout the year teachers perform on-going assessments designed to collect evidence of student learning and progress. Teachers also analyze GO Math assessments to analyze the students progress in math and incorporate the results in their flexible grouping.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Once the data has been gathered, students are provided targeted instruction in small groups based on their needs. Their progress is analyzed every 6 weeks and data is shared with classroom teacher, PPT team and ENL teacher.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
The School Leadership Team and teachers use data to inform decision making and drive instruction for ELLs within the Response to Intervention framework. We pay close attention to those components of RTI implementation that are specific to meeting ELL’s needs and show promise for supporting ELLs’ academic outcomes. We have established a systematic process for examining how ELL’s backgrounds and educational contexts have an impact on their academic achievement in our classrooms. As applicable, we assess first and second language proficiency of the students. Also, we analyze the educational history to gain more insight into the students. The School Leadership Team and teachers have established a plan to gather information through formal and informal assessments.

We have established universal screening assessments that might give clear indications of how a student is performing relative to peers of the same age or grade level. As required by State regulations when a new student comes to our school, the parents complete the Home Language Identification Survey (HLIS). The ENL teacher analyzes the information to see if there are any factors that might influence the English language acquisition and make informed decisions regarding linguistically responsive instructional choices. In addition, the ELL students take part in RTI screening to assess whether the literacy skills meet grade level benchmarks. The PPT team confers with the classroom teachers and ENL teacher. Students are administered a baseline
assessment and then the team decides on a goal for the student to work with a specialist. Progress monitoring is performed for 2-8 weeks in Tier II and Tier III to decide on the next steps: whether is increasing the intensity of instruction or modifying the goal. If an ELL student is flagged at-risk on any particular skill or competency that student receives targeted instruction to support development in this area. This support is provided in coordination with language support services. The ELL students are provided with the same structure and support system as other students in the RTI framework. Furthermore, teachers take important steps to provide strong core instruction (Tier I). They strive to make lessons meaningful to students and develop language and literacy across the curriculum. Teachers target rigorous and challenging instructional goals while simultaneously providing students with supports they need to achieve success. Students also receive targeted interventions to support ELLs who are not showing sufficient progress on the skills measured. During these interventions teachers perform progress monitoring to see how these students are responding to instruction. This data is used to make educational decisions such as changes in goals, instruction, or services. This data is discussed regularly during our bimonthly PPT meetings to inform our further instructional steps.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
At PS 56 we analyze the NYSESLAT and NYSITELL data at the beginning of the school year and throughout the year as needed. Looking at the data of Spring 2017 NYSESLAT we have 5 students who scored at the Entering Level, 13 students who scored at the Emerging level, 31 students who scored at the Transitioning level, and 40 students who scored at the Expanding Level. 12 out of 17 new admits that were administered the NYSITELL in September and October 2016 scored at the Entering level. During the administration of the test it was also observed that 5 of these students lack early literacy skills in their native language (Spanish/Bengali/Arabic). The ENL teacher shared this information with the classroom teachers and they will continue to collaboratively develop lessons that target these students’ needs. Our Entering/Emerging students make up the majority of our 2nd and 3rd grade ELL population. In 2nd and 3rd grade this year we are using the CCLS aligned curriculum, Journeys, which incorporates differentiated instruction for ELLs enabling all students to access the curriculum at their level. ELL students and Former ELLs will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Most of our Expanding students are in our 2nd grade as well. However, our informal assessments indicate that these students lack early literacy skills. We will continue to use the research based program, Journeys, to facilitate the academic and social language development of our second graders, while they are provided rigorous instruction with high expectations. In addition, students will received phonemic instruction through Fundations to accelerate their phonemic and phonological awareness skills.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? The ENL teacher creates a spreadsheet of students in each level and disseminates the information to all classroom teachers, Science teachers, and related services staff. This information is updated throughout the school year.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

a. Freestanding ENL program.

PS 56 Q has a freestanding ENL program based on program choice forms and number of ELL’s enrolled at our school. ELL students are grouped heterogeneously and they receive integrated and standalone ENL as specified by the new CR Part 154. Students who score at the Entering level receive 360 minutes of ENL (180 minutes of standalone ENL provided by the NYS certified ENL teacher in a pull-out model and 180 minutes of integrated ENL/ELA provided in a
co-teaching model by the ENL teacher and classroom teacher). Students who score at the Emerging level receive 360 minutes of ENL (180 minutes of standalone ENL provided by certified ENL teacher and 180 minutes of integrated ENL/ELA provided in a co-teaching model by the ENL teacher and classroom teacher). Students who score at Transitioning level receive 180 minutes of ENL (90 minutes of ENL/ELA provided in a co-teaching model by the ENL and classroom area teacher and 90 minutes of standalone ENL provided by the ENL teacher). Student who score at the Expanding level receive 180 minutes of integrated ENL/ELA or content area provided in a co-teaching model. Students who score at the Commanding level receive 90 minutes of ENL provided in a co-teaching model. Former ELLs receive ENL services for 2 years after reaching the proficient/commanding level. Native Language Support is incorporated in the instruction through bilingual glossaries, books in students' native languages, and computer translated materials. Students are encouraged to respond and write in native language if applicable.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   In accordance with new CR Part 154, PS 56Q has structured its ENL program to provide all ELL students with the appropriate amount of ENL, ELA, and HLA. PS 56Q ensures the mandated number of instructional minutes is provided according to proficiency levels by placing the students in one classroom per grade unless the students have an IEP that requires ICT or 12:1:1 placement. Services are provided by our NYS licensed ENL teacher and dually certified classroom teacher as outlined above in (a). Students who score at the Entering level receive 360 minutes of ENL (180 minutes of standalone ENL provided by the NYS certified ENL teacher in a pull-out model and 180 minutes of integrated ENL/ELA provided in a co-teaching model by the ENL teacher and classroom teacher). Students who score at the Emerging level receive 360 minutes of ENL (180 minutes of standalone ENL provided by certified ENL teacher and 180 minutes of integrated ENL/ELA provided in a co-teaching model by the ENL teacher and classroom teacher). Students who score at Transitioning level receive 180 minutes of ENL (90 minutes of ENL/ELA provided in a co-teaching model by the ENL and classroom area teacher and 90 minutes of standalone ENL provided by the ENL teacher). Student who score at the Expanding level receive 180 minutes of integrated ENL/ELA or content area provided in a co-teaching model. Students who score at the Commanding level receive 90 minutes of ENL provided in a co-teaching model. Former ELLs receive ENL services for 2 years after reaching the proficient/commanding level. Native Language Support is incorporated in the instruction through bilingual glossaries, books in students' native languages, and computer translated materials. Students are encouraged to respond and write in native language if applicable.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

   Content area instruction is delivered by licensed teachers, who have been involved in both internal and district/citywide professional development to meet the needs of ELL students in the classroom. They work to differentiate their instruction to facilitate the lower level ELL's comprehension. Core content is taught in English using ESL methodologies and best practices to make content comprehensible for ELLs. Our school follows the Reader's and Writer's workshop model. The ENL teacher is invited to participate in grade meetings to facilitate planning and instruction. The ENL teacher and teachers of ELLs have common planning time to collaborate and make adjustments to instruction. Content lessons are based on grade level curriculum and language instruction is centered around linguistic demands/functions on a topic. NLA support is provided in all content areas. Students use glossaries, word to word dictionaries, buddy support, computer translated materials. Students use native language to respond to the text and complete tasks. Students are taught academic functions (analyzing, describing, comparing, contrasting, inferencing, etc).
language lessons provide a way for grammar instruction. Students set individual goals in reading and writing (depending on the unit of study). All instruction is aligned to CCLS. Parents receive a progress report explaining the students’ goals and steps we are taking to meet these goals. During our parent teacher conferences the parents discuss these goals with the teachers. Parents are encouraged and invited in various workshops throughout the year to help support the learning of their child, providing a bridge between home and school.

The ENL teacher works closely with the classroom teachers to deliver literacy instruction as well as to tailor additional content instruction to meet the needs of ELLs. We use scaffolding strategies and differentiated instruction based on their proficiency level and needs to accomplish their participation in grade level content. Teachers integrate reading into learning expeditions to teach content and to develop literacy skills. An anchor text or texts are chosen for read alouds to help teach expedition content. Readers’ workshop is used to teach decoding, comprehension strategies, learning expedition content, and to scaffold expedition products. Literature circle texts often relate to the expedition theme, illuminate guiding questions, and build background knowledge. Texts selected for learning expeditions include a variety of genres and primary sources. Classrooms contain libraries with an assortment of resources, including texts related to expeditions, student-produced books, primary sources, and a range of media, genres, and levels. Conferencing with students is an ongoing practice and provides an opportunity for teachers to measure progress toward meeting and exceeding grade level standards. PS 56 staff members attend various workshops throughout the year to stay abreast of current research and strategies.

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

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

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

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

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

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

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

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
b. Newcomer  
c. Developing  
d. Long Term  
e. Former ELLs up to two years after exiting ELL status

a. We currently have no SIFE students. In case SIFE students enroll at PS 56Q we are prepared to implement ENL strategies to facilitate learning. In the past we have used differentiated instruction and scaffolding strategies based on the students' needs and level. Students will receive additional literacy instruction on top of the mandated instructional minutes by the ENL teacher.
b. Our newcomers who are at different stages of language acquisition are placed in flexible groups, so they listen to the modeled language of the more advanced students while completing their tasks. Examples of differentiated instruction at the Entering/ Emerging and transitioning levels are evident in all areas of language development. The implementation of research based reading programs “Journeys” in grade 2/3 and "Cornerstone" in grade 4 provides ample opportunities in accelerating standard academic language learning. “Journeys” and “Cornerstone” provide challenging content-based language development and learning strategies that help students achieve academic goals. In addition, all ENL classes have established a Listening Center, which will be utilized as a center during Independent Reading Periods. We use “Fundations”, a phonics based program, to help our newcomers in reading. New students also use the web based site "Starfall" and Raz-Kids to help them with reading and phonological awareness.
c. We have 6 LEP students who have received services for more than three years. All 6 of these students, who also have an Individualized Educational Plan, scored at the Emerging level on the Spring 2017 NYSESLAT. The ENL teacher met with the classroom teachers and used the analysis of the 2017 NYSESLAT and ELA to identify the areas of need. Looking at this data we identified that these students are proficient in speaking but they do not do very well in reading and writing. We also identified the areas of weakness, such as making predictions, summarizing, identifying main idea and making inferences. In writing we discovered that these students lack organization skills and usage of a wide vocabulary. We created a plan emphasizing reading and writing development. During our ENL/ELA periods for these students, we will examine different genres by looking at similarities and differences, organization, style, vocabulary, and author's purpose. Using the Reader's and Writer's workshop the students initially write a joint text with the teacher and later they write independently.
d. We currently do not have any long term ELLs. In case long-term ELLs transfer to our school we have a good instructional plan in place to meet their particular needs. Teachers will implement a rich repertoire of scaffolds to support students' understanding of the main content and assist them in achieving language proficiency.
e. Students who tested Proficient/Commanding on the NYSESLAT 2016 and 2017 will continue to receive support systems to help them succeed. These students will receive 90 minutes of ENL instruction provided by the certified ENL teacher. Most of them are placed in classrooms where the ENL teacher pushes in and they will receive language development support by the ENL teacher and classroom teachers. These students will continue to receive ELL testing accommodations for all exams as mandated.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

PS 56Q uses curricular, instructional, and scheduling flexibility to meet the diverse academic and linguistic needs of ELL-SWDs within the least restrictive environment. All ELL-SWDs are placed in the least restrictive environment according to the requirements indicated on the most current IEP of each child. The ELL-SWDs whose IEPs require an alternate placement
paraprofessional are assigned a bilingual paraprofessional in the classroom. Additionally, the alternate placement paraprofessional accompanies the ELL-SWD student when they receive Standalone ENL Instruction in a pull-out setting. The ENL, special education teachers, and classroom teachers collaborate in weekly team, grade, and department meetings to discuss and share students' progress in order to ensure that each ELL-SWD is afforded instruction appropriate to his/her language and learning needs. The ENL teacher coordinates with the students IEP to teach to the students strengths. ELL students with disabilities receive ENL support and instruction based on their NYSESLAT proficiency level. The Common Core aligned curriculum is adapted to meet their needs. Instruction is provided in a variety of settings: one on one, small group, and whole class. ELL-SWDs are encouraged to participate in various educational class trips and in large school communities. Additionally, alternate placement paraprofessionals accompany ELL-SWDs to whom they are assigned to to ENL instruction class.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our targeted intervention programs for ELLs in ELA, math, and other content areas include collaboration with classroom teachers to identify students who need extra help or are at risk; RTI services to provide at risk students with additional support; and using STARS or other computer based programs. This year students will participate in Literacy Groups designed to target their specific needs. Most interventions are offered in English with the option of translations being made available when necessary. The ENL teacher also frequently checks with the classroom teachers and PPT members to evaluate student progress and to monitor targeted intervention for students at risk. The intervention services offered at our school range from after school programs to RTI/small group instruction in ELA and Math. Students are regularly scheduled for RTI services with experienced teachers based on their needs.

Some of our targeted intervention programs for ELLs (including our ELL newcomers, ELL-SWD, and students at Expanding level) include: the After school Program where they can get additional help to fulfill their needs in reading, writing and math. This year we will offer it as an after-school tutoring program for reading and math. Within their own classrooms their teachers will support these ELLs through the CCLS reading programs, Balanced-Literacy approach and Go Math Mathematics Program. The languages that these interventions are available in is in English at this time. ENL teacher and classroom teacher utilize the Spanish version of Go Math as well.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

For the upcoming school year we will continue to target full compliance with servicing our ELL population as per new changes to CR Part 154. We will start our Literacy Block where students will be grouped according to their reading levels and individual needs. Students will be assessed on their reading level 3 times a year and will be transferred to their appropriate group accordingly. The ENL teacher and classroom teachers will continue to have common planning time to facilitate collaboration and cohesion of instruction. Professional development time will be structured in a way that inquiry teacher teams will analyze the effectiveness of our literacy groupings and provide professional development for classroom teachers regarding ELL strategies. Staff members are given training in periodic professional development seminars, held both on-site and off-site, throughout the year.

10. If you had a bilingual program, what was the reason you closed it?

3rd grade ESL classroom will discontinue the use of the current reading program and will implement CCLS aligned program "Journeys" which offers a more rigorous vocabulary and in-depth text analysis.

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

All school programs, during and after school, are open to our entire student body. ELL students have opportunities to choose classroom jobs, engage in whole class discussions, be a color guard at morning line up, be a ball monitor during recess, participate in grade level events such as the Dance Festival, multicultural events, and other activities. They are also encouraged to apply to the After school program that is housed in our building. At PS 56Q we make it a priority that teachers
encourage ELL students to join school programs allowing them to be involved in the broader school community. Parents are also advised of the options available to their child by the teachers or the parent coordinator.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Supplemental materials used to support ELL learning include the use of internet in the classroom, accessing vocabulary, grammar, reading, and pronunciation related websites; audio-visual presentations in the classroom, used in combination with traditional text based approaches to target all learning modalities; NYSESLAT Exam Preparation books; classroom libraries of grade-level fiction and non-fiction books; content-specific textbooks, and library resources brought into the classroom to enrich the learning experience. ENL classrooms also have audio-visual carts readily available for use to help enrich the learning environment for ELL students.

All our classrooms have Smart boards which facilitate the delivery of instruction. Students are able to view videos and access online materials. All our classrooms have computers with Internet access that students could use at various times. Students access reading internet sites, listen to conversations, and use the computers to complete research projects. Our classrooms also have listening centers where students have the opportunity to listen to books on tape or CD. This is especially beneficial to our newcomers who need to work on their listening skills. All our classrooms have rich libraries of fiction and non-fiction books, picture books, dictionaries, and bilingual dictionaries. Language and and grade- appropriate books and materials are available to our ELLs. Math manipulatives are available to all students and are especially beneficial to our newcomers and SIFE students so they can grasp the mathematical concepts better. We also have a computer lab that is accessible to our students for research projects and use during their allocated Computer Lab time.

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

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

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

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

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

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

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

Supplemental materials used to support ELL learning include the use of internet in the classroom, accessing vocabulary, grammar, reading, and pronunciation related websites; audio-visual presentations in the classroom, used in combination with traditional text based approaches to target all learning modalities; NYSESLAT Exam Preparation books; classroom libraries of grade-level fiction and non-fiction books; content-specific textbooks, and library resources brought into the classroom to enrich the learning experience. ENL classrooms also have audio-visual carts readily available for use to help enrich the learning environment for ELL students.

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access reading internet sites, listen to conversations, and use the computers to complete research projects. Our classrooms also have listening centers where students have the opportunity to listen to books on tape or CD. This is especially beneficial to our newcomers who need to work on their listening skills. All our classrooms have rich libraries of fiction and non-fiction books, picture books, dictionaries, and bilingual dictionaries. Language and and grade-appropriate books and materials are available to our ELLs. Math manipulatives are available to all students and are especially beneficial to our newcomers and SIFE students so they can grasp the mathematical concepts better. We also have a computer lab that is accessible to our students for research projects and use during their allocated Computer Lab time.

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

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

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

17. What language electives are offered to ELLs?

We currently do not provide any language electives to ELLs.

18. 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

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 and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional development for all ELL staff, which consist of the ENL teacher and classroom teachers of ELLs, includes access to ELL citywide or district workshops. Training on ELL identification, placement and instructional strategies is offered to content area teachers, special education teachers, the office staff, and the parent coordinator. We will also be coordinating in house professional development to all staff (classroom teachers: general and special education, ENL teacher, clusters, paraprofessionals) regarding teaching content to English Language Learners and literacy across the curriculum. Topics will include differentiated instruction for ELLs, effective literacy instruction, analyzing the language demands of tasks, building a strong Tier I, connecting content and academic language. All teachers will also engage in grade level meetings every week to analyze data to drive their instruction.

Additionally, ENL teacher will attend citywide and district meetings. She is enrolled in the Queens South Borough Field Support Center ELL Instructional institute which will meet every month from October to June.

Professional development in the Common Core Learning Standards is done weekly for all teachers including ELL staff for the
2018-19 CEP

Purpose of aligning our curriculum to CCLS. Standards are reflected as a rubric and utilized to measure the success of the students along the continuum for all CCLS adjusting for ENL students according to their language proficiency. ELL staff attends workshops offered by the district or Office of ELLs to deepen understanding of CCLS. Conferences that are Department of Education generated are available to ELL staff upon request. Teachers will engage in professional learning during the above mentioned sessions.

2. 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.

At PS 56Q we emphasize college and career readiness. The ENL teacher and classroom teachers attend workshops to assist in their handling of ELLs making the transition from elementary school level to middle school setting. In 5th grade the teacher implement the use of binders to assist students who will be transitioning to middle school. All staff members including secretaries and the parent coordinator are given training in periodic professional development seminars, held both on-site and off-site throughout the year. Staff members have also been offered the opportunity to attend a variety professional development opportunities regarding ELL strategies pertaining to content specific classes.

PS 56Q will and has committed time, energy and resources to professional development activities. Our ENL teacher is in constant contact with classroom teachers to help refine instructional strategies specifically related to ELL population. Throughout the year all staff members will attend training led by qualified personnel on-site and off-site. Records of these meetings will be kept in the main office. In the training all teachers of ELLs will be exposed to the following topics for the school year:

* Differentiated Instruction
* Writing Strategies for ELLs
* Reading across subject areas
* Strategies to increase student achievement

As teachers work to plan collaboratively, we will continue to focus on professional development to improve students' reading and writing skills. We will continue to use inquiry teams to become more knowledgeable on how to instruct ELLs and increase their language proficiency skills through different instructional tasks.

Parental Involvement

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

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

Question 2 Below: ENL teacher maintains records in her room on parent meeting. A log is maintained of phone call attempts and messages to document parent outreach.
2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs have the same opportunities as parents of other students to participate in parent association meetings, multicultural events, and content specific outreach workshops. We encourage parents to participate in non-academic family events to share the experience of family where language is not a barrier. We offer Multicultural Night, Mom and Me, Dad and Me, BINGO Night, the Dance Festival, and our Thanksgiving Feast. All families contribute, celebrate, and create lasting memories. We also offer a free After school program for all families. This experience gives children a valuable opportunity to acquire new language and cultural skills through play and conversation with peers. Parents of ELLs attending our after school program are invited periodically to visit our classrooms.

### Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Data in this report is as of August 31, 2017.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Ann Leiter, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status, relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITEELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITEELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
**Part VI: LAP Assurances**

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann Leiter</td>
<td>Principal</td>
<td></td>
<td>8/31/17</td>
</tr>
<tr>
<td>Deana Rinaldi</td>
<td>Assistant Principal</td>
<td></td>
<td>8/31/17</td>
</tr>
<tr>
<td>Lina Cardenas</td>
<td>Parent Coordinator</td>
<td></td>
<td>8/31/17</td>
</tr>
<tr>
<td>Entela Kodra</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>8/31/17</td>
</tr>
<tr>
<td>Orinda Sinani</td>
<td>Parent</td>
<td></td>
<td>8/31/17</td>
</tr>
<tr>
<td>Lisa Chetram</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>8/31/17</td>
</tr>
<tr>
<td>Alison Vasquez</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>8/31/17</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
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<tr>
<td></td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giovanna Kroboth</td>
<td>School Counselor</td>
<td></td>
<td>8/31/17</td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Randy Pine</td>
<td>Other Related-Service Provider</td>
<td></td>
<td>8/31/17</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Other</td>
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</tbody>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 27Q056  School Name: Harry Eichler  Superintendent: Jennifer Ambert

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entela</td>
<td>Kodra</td>
<td>ENL Teacher</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   We conduct a survey for parents/guardians which includes written translation and oral interpretation needs. In addition, we analyze the information pulled from Part III of the Home Language Survey. This past year the survey concluded that a certain number of our parents/guardians needed written translation/oral interpretation services. We will continue to collect data on our students' family needs to ease communication between PS56Q and the community. Based on the information extrapolated from the HLIS during 2018-2019 school year, 10% of our newcomer families requested communication in a language other than English.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
 Language | Written Preferred | Percent Written | Oral Preferred | Percent Oral |
--- | --- | --- | --- | --- |
English | 406 | 65.8 | 398 | 64.51 |
Arabic | 30 | 4.86 | 7 | 1.13 |
Spanish | 128 | 20.75 | 126 | 20.42 |
Punjabi | 24 | 3.89 | 27 | 4.38 |
Bengali | 6 | 0.97 | 3 | 0.49 |
Hindi | 2 | 0.32 | 2 | 0.32 |
Russian | 8 | 1.3 | 11 | 1.78 |
Urdu | 7 | 1.13 | 10 | 1.62 |
Ukrainian | 2 | 0.32 | 3 | 0.49 |

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
</table>

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

- Email documents to translation and interpretation unit well in advance to ensure timely notice to parents.
- We will contact the
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet the teacher</td>
<td>Meet the teacher is 9/17/18.</td>
<td>We will use bilingual staff and contact interpretation unit when needed. We will also use parent volunteers.</td>
</tr>
<tr>
<td></td>
<td>Parent Teacher Conference dates: 12/13/18 and 3/7/19.</td>
<td>For non-covered languages, we will use over-the-phone interpretation services. We will also contact the DOE vendor, THEBIGWORD as needed.</td>
</tr>
</tbody>
</table>

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

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Bilingual staff will contact parents to notify them of specific school emergencies.
Over the phone interpretation services will be used to contact parents.

PS 56 will follow Chancellor's Regulations for emergencies.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

The LA will turnkey information from 2018-2019 training conducted by the Field Language Access Coordinator to the staff at Election Day PD.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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

Survey will be translated in parent preferred language.