



P.S. 091 THE ALBANY AVENUE SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 091 THE ALBANY AVENUE SCHOOL
ADDRESS: 532 ALBANY AVENUE
TELEPHONE: 718-756-0243
FAX: 718-221-1316

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331700010091 **SCHOOL NAME:** P.S. 091 The Albany Avenue School

SCHOOL ADDRESS: 532 ALBANY AVENUE, BROOKLYN, NY, 11203

SCHOOL TELEPHONE: 718-756-0243 **FAX:** 718-221-1316

SCHOOL CONTACT PERSON: Tessa Alleyne **EMAIL ADDRESS:** Talley2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Carol Hoyte

PRINCIPAL: Tessa Alleyne

UFT CHAPTER LEADER: Felecia Handberry

PARENTS' ASSOCIATION PRESIDENT: Rosemary Ganpot

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** 304

NETWORK LEADER: LUCILE LEWIS

SUPERINTENDENT: RHONDA HURDLE-TAYLOR

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

| Name | Position and Constituent Group Represented | Signature |
|--------------------|---|-----------|
| Tessa Alleyne | Principal | |
| Felicia Handberry | UFT Chapter Leader | |
| Rosemary Ganpot | PA/PTA President or Designated Co-President | |
| Carol Hoyte | UFT Member | |
| Deborah Farley | UFT Member | |
| Stephanie Fulson | UFT Member | |
| Mae Williams | Parent | |
| Yakima Rose | Parent | |
| Claudette Narcisse | Parent | |
| Tara Clark | Parent | |
| Virgina Carrington | DC 37 Representative | |
| Lisa Springer | Parent | |

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P. S. 91 celebrated its 100th anniversary in 2004. The school has served as a beacon for children in Flatbush/Crown Heights, Brooklyn, since farms once dotted the landscape. As our society has shifted from agrarian to industrial and has arrived finally to one that is information-based, our school has also evolved to meet the changing needs of our society. Additionally, throughout the past hundred years the ethnic and cultural characteristics of the community have changed and the school's curriculum, instruction and faculty have reflected these shifts as well.

The school is housed in two buildings. The main building was originally built in 1904. It has four floors, a basement and sub-basement. The main building has an auditorium and cafeteria in the basement level and a gymnasium on the third floor. Kindergarten students use the majority of the classrooms on the first floor. Students from grades 2-5 are found on the upper floors. The school library/media center is located on the third floor and one computer lab is on the second floor. The mini-building, located across the school yard is used mostly by first-grade students

P.S. 91's Overall School Accountability Status is "Good Standing" – and "Good Standing" in ELA, Math and Science. We have made Annual Yearly Progress in ELA, Mathematics and Science for all students and in all disaggregated groups and are qualified for Safe Harbor in Elementary – Level ELA and Math and Science. The school did not meet AYP for students with disabilities.

Currently, this Pre-K-5 school serves a population of approximately 744 students – 94% are Black and 6% are Hispanic. The community is home to many immigrants from the Caribbean. The majority of the students come from low-income families as 97% of our pupils receive free or reduced-priced lunch. Six percent of our students are English Language Learners and 12.9% of the student body has Individualized Educational Plans.

The staff of P. S. 91 includes a principal, two assistant principals, two guidance counselors, 61 teachers, 3 speech therapists, 3 OT/PT providers, one on-site mental health therapist, a psychologist, a social worker, a parent coordinator, two secretaries, 23 educational assistants and 7 school aides. 98% of the teachers are Highly Qualified Teachers according to New York State Department of Education. 40% have master's degrees plus 30 hours or Doctorate and 94% have greater than three years teaching experience.

There is 1 Pre-kindergarten class, 5 Kindergarten classes (including one ICT and 1 Special Education self-contained class) 5 first-grade classes (including one ICT and 1 Special Education Self-contained class), 6 second-grade classes (including one ICT and 1 Special Education self-

contained class), 7 third-grade classes (including one ICT and 2 Special classes), 7 fourth-grade classes (including 1 ICT and 2 Special Education classes) and 5 fifth-grade classes (including 1 ICT).

In our quest to provide data-driven differentiated instruction and optimize student engagement we have utilized budgetary resources in a way to maintain low student to teacher ratios. With the help of Reduced-Class Size funds, we were able to maintain class size in one kindergarten class with an average of 22 students per class. This reduction in class-size allowed us to operate within Department of Education standards and provided us with the ability to make small group instruction viable. We are also able to maintain small class sizes in the early childhood classes with an average of 24 students

Throughout the century the school has provided the children of the community with the academic foundation to prepare them for future educational and career goals. Many of our former students have gone on to enjoy success in other settings from local magnet schools to Ivy League universities, such as Harvard and Yale. We have been rated an 'A' school on the city's Progress Report for

An analysis of the comprehensive needs assessment conducted at our school resulted in the identification of the following priorities for the 2010-2011 school year:

- v Increased Student Achievement for all students in all curriculum areas.
 - v Delivery of high-quality, standards-based, data-driven differentiated instruction.
 - v Enhanced delivery of AIS and student support services to ELL's and students with disabilities.
 - v Delivery of high-quality professional development.
 - v Increased Student Attendance.
 - v Increased Parent Engagement

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | | | | |
|---|--|---|---------------------------------------|--|--|---------------------------------------|--|---------------------------------------|----------------------------|----------------------------|
| School Name: | | P.S. 091 The Albany Avenue School | | | | | | | | |
| District: | | 17 | DBN #: | | 17K091 | School BEDS Code: | | | | |
| DEMOGRAPHICS | | | | | | | | | | |
| Grades Served: | | <input checked="" type="checkbox"/> Pre-K | <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| | | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input checked="" type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: - % of days students attended*: | | | | | | |
| <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Pre-K | | 18 | 18 | 18 | | | 91.7 | 93 | TBD | |
| Kindergarten | | 116 | 112 | 108 | | | | | | |
| Grade 1 | | 110 | 148 | 119 | Student Stability - % of Enrollment: | | | | | |
| Grade 2 | | 116 | 129 | 138 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Grade 3 | | 142 | 127 | 140 | | | 89 | 90.46 | TBD | |
| Grade 4 | | 92 | 128 | 119 | | | | | | |
| Grade 5 | | 137 | 92 | 134 | Poverty Rate - % of Enrollment: | | | | | |
| Grade 6 | | 0 | 0 | 0 | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Grade 7 | | 0 | 0 | 0 | | | 93 | 97 | 97.8 | |
| Grade 8 | | 0 | 0 | 0 | | | | | | |
| Grade 9 | | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | | | |
| Grade 10 | | 0 | 0 | 0 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Grade 11 | | 0 | 0 | 0 | | | 20 | 37 | TBD | |
| Grade 12 | | 0 | 0 | 0 | | | | | | |
| Ungraded | | 14 | 7 | 15 | Recent Immigrants - Total Number: | | | | | |
| Total | | 745 | 761 | 791 | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| | | | | | | | 8 | 10 | 4 | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) - Total Number: | | | | | | |
| <i>(As October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| # in Self-Contained Classes | | 56 | 52 | 65 | Principal Suspensions | | 0 | 0 | TBD | |
| # in Collaborative Team Teaching (CTT) Classes | | 35 | 41 | 44 | Superintendent Suspensions | | 1 | 0 | TBD | |
| Number all others | | 39 | 42 | 43 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | Special High School Programs - Total Number: | | | | | | |
| <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | | CTE Program Participants | | 0 | 0 | 0 | |
| <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | Early College HS Participants | | 0 | 0 | 0 | |
| # in Transitional Bilingual Classes | | 0 | 0 | 0 | | | | | | |

| | | | | | | | |
|---|---|--|---------|--|---|---------|---------|
| # in Dual Lang. Programs | 0 | 0 | 0 | Number of Staff - Includes all full-time staff. | | | |
| # receiving ESL services only | 56 | 45 | 47 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # ELLs with IEPs | 0 | 0 | 10 | Number of Teachers | 59 | 56 | TBD |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Administrators and Other Professionals | 20 | 21 | TBD |
| | | | | Number of Educational Paraprofessionals | 10 | 10 | TBD |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | TBD | % fully licensed & permanently assigned to this school | 100 | 100 | TBD |
| | | | | % more than 2 years teaching in this school | 88.1 | 92.9 | TBD |
| Ethnicity and Gender - % of Enrollment: | | | | % more than 5 years teaching anywhere | 81.4 | 82.1 | TBD |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % Masters Degree or higher | 88 | 89 | TBD |
| American Indian or Alaska Native | 0.3 | 0.4 | 0 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 100 | 97.4 | TBD |
| Black or African American | 91.4 | 90 | 91.2 | | | | |
| Hispanic or Latino | 7 | 7.2 | 6.6 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 0.3 | 0.5 | 0.5 | | | | |
| White | 1.1 | 1.6 | 1.1 | | | | |
| Multi-racial | | | | | | | |
| Male | 55.2 | 54.1 | 57 | | | | |
| Female | 44.8 | 45.9 | 43 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | | <input type="checkbox"/> Title I Targeted Assistance | | | <input type="checkbox"/> Non-Title I | | |
| Years the School Received Title I Part A Funding: | <input checked="" type="checkbox"/> 2006-07 | <input checked="" type="checkbox"/> 2007-08 | | <input checked="" type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 | | |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | | If yes, area(s) of SURR identification: | | | | | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | | | | | | | |
| In Good Standing (IGS) | | <input checked="" type="checkbox"/> | | | | | |
| Improvement Year 1 | | <input type="checkbox"/> | | | | | |
| Improvement Year 2 | | <input type="checkbox"/> | | | | | |
| Corrective Action (CA) - Year 1 | | <input type="checkbox"/> | | | | | |
| Corrective Action (CA) - Year 2 | | <input type="checkbox"/> | | | | | |
| Restructuring Year 1 | | <input type="checkbox"/> | | | | | |
| Restructuring Year 2 | | <input type="checkbox"/> | | | | | |
| Restructuring Advanced | | <input type="checkbox"/> | | | | | |
| Individual Subject/Area AYP Outcomes: | | | | | | | |
| Elementary/Middle Level | | | | Secondary Level | | | |
| ELA: | Y | | | ELA: | | | |
| Math: | Y | | | Math: | | | |
| Science: | Y | | | Graduation Rate: | | | |
| This school's Adequate Yearly Progress (AYP) determinations for each accountability measure: | | | | | | | |

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | Progress Target |
|--|-------------------------|------|---------|-----------------|------|------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate | |
| All Students | √ | √ | √ | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | √ | √ | | | | | |
| Hispanic or Latino | - | - | - | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | | | | | |
| White | - | - | - | | | | |
| Multiracial | | | | | | | |
| Students with Disabilities | √ | √ | - | | | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | √ | √ | | | | | |
| Student groups making AYP in each subject | 4 | 4 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results - 2008-09 | | Quality Review Results - 2008-09 | |
|--|------|--|--|
| Overall Letter Grade | A | Overall Evaluation: | |
| Overall Score | 77.1 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment (Comprises 15% of the Overall Score) | 10.4 | Quality Statement 2: Plan and Set Goals | |
| School Performance (Comprises 25% of the Overall Score) | 23.3 | Quality Statement 3: Align Instructional Strategy to Goals | |
| Student Progress (Comprises 60% of the Overall Score) | 37.4 | Quality Statement 4: Align Capacity Building to Goals | |
| Additional Credit | 6 | Quality Statement 5: Monitor and Revise | |

| Key: AYP Status | Key: Quality Review Score |
|---|---|
| √ = Made AYP | Δ = Underdeveloped |
| √ ^{SH} = Made AYP Using Safe Harbor Target | ► = Underdeveloped with Proficient Features |
| X = Did Not Make AYP | √ = Proficient |
| - = Insufficient Number of Students to Determine AYP Status | W = Well Developed |
| X* = Did Not Make AYP Due to Participation Rate Only | ◇ = Outstanding |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

1

P.S. 91's School Accountability Status is "In Good Standing". We have made Annual Yearly Progress in ELA, Mathematics and Science for all students and in all disaggregated groups and are qualified for Safe Harbor in Elementary – Level ELA and Math. For the 2009-2010 school year, the school did not meet AYP for students with disabilities.

According to the New York City Department of Education's Progress Report 2009-10, P. S. 91 has received an overall "C" grade with an overall score of 29.1. P. S. 91 also achieved an "B" in School Environment, Student Performance; a "C" in Student Progress a "D"

Our 2007-08 Quality Review score was "Well-Developed". Specifically, the Quality Review pointed out characteristics that our school does well:

Performance trends

Our overall ELA scores has dropped significantly. In 2009, 4% of students scored level 1, while in 2010 21% scored a level 1. The same trend was noticed for level 2, which had an increase in 2010 from 19% to 38%, level 3 decreased to 32% from 71% in 2010 and level 4 decreased from 9% to 6% in 2010.

In grade 3, level 3 students decreased from 66% to 26% in 2010. However, level 4 students increased by 15% from 3%. There was a huge increase in level 1 students in 2010 to 28% from 7%.

In grade 4, there was a slight decrease in 2010 of level 4 students from 6% to 4%. Many of the students in this grade scored at a level 3 with 50% in 2010, a decrease by 32% from 2009 which had 73%.

In grade 5, 68% of the students scored at level 3 in 2009, while in 2010, only 24% of the students scored at this level. Like grade 4, the majority of the students (47%) scored at level 2 which is an increase from 2009 which had on 15%.

In analyzing the performance of our level 3 and above students, there was a decline from 2008 of 60% to 41% in 2010. Grade 4 students held a steady gain in 2008 and 2009 with 78% and 79% respectively, while they experience a drop in 2010 to 54%.

In looking at the ELA performance across the grades, grade 4 has the most level 3 students (50.9%) while grade 5 has the most level 2 (46.8%) students. Basically many of our students are functioning at level 2 (38.6%).

In regards to our mathematics score, the school experienced a significant drop in scores. While there were 2% level 2 in 2009, the school now has 13% in 2010. For 2010, the level 2 has increased from 8% to 39%. Level 3 has decreased from 32% to 63%. Level 4 students were at 27% in 2010 and now they are only at 16%.

In grade 3, the number of students in level 3 in 2009 was 74%, while this number dropped to 32% in 2010. In 2010, for this grade, the same amount of students are performing at level 2 and 3 (32%). There was a slight drop in level 4 from 15% to 12% in 2010.

Our grade 4 students have increased level 1 by 5%. in 2010. The analysis for 2010 is as follows: level 2 increased by 28%, level 3 decreased by 36% and level 4 decreased from 33% to 26%.

Grade 5 has increased level 2 in 2010 (8%-48%) while significantly decreasing level 3's (30% - 54%). There was also a significant decrease of level 4 from 30% to 11% in 2010.

There was a significant drop of our level 3 and above students from 2008 to 2010. The scores held steady in 2008 and 2009, but in 2010 there was a huge decline. In 2008, grade 5 has 84% while in 2010 it was only 42%. Grade 4 had 90% in 2008 and only 50% in 2010. Grade has a decline of level 3 students of 54% in 2010 compared to 88% in 2008.

In looking at the math performance across the grades, 48% of students in grade 4 are in level 2. Grade 3 students have the highest level 2's and 3's. Grade 4 has the highest number of level 4's.

For the 2009 NYS Social Studies - grade 5, Level 4 students decreased by 14% from 2008 while level 3 students increased by 20%. There was also decrease of level 1 by 7% and increase of level 2 by 2%.

For grade 4 science, there was a 9% decrease in level 3 and 4's and 26% decreased in level 4's.

Performance Trends- summary

The data reveals that we have made limited improvements in moving our students to proficient levels. Our students are not making adequate progress.

We have increased the number of students scoring at a level 1 and 2 in ELA and Math.

We have a high percentage of students in level 2 for both Math and ELA.

Our special needs students have demonstrated limited progress in all content areas.

Although our limited English Proficient students are not making progress. We still have a high percentage scoring at a level 2 in ELA.

Overall, our students are performing slightly better in ELA, Social Studies, and Science. Math continues to be an area which requires continued focus.

The Limited English proficient students are performing better in math than ELA.

We have noticed limited movement of students scoring at a level 4 in ELA and Math

Greatest Accomplishments

The principal provides strong, supportive and positive leadership so that parents, teachers and students greatly respect her drive for improvement.

The school has a very good understanding of the performance, progress and learning needs of individual students.

Students who require additional help with their work receive valuable support from the academic intervention services.

Teachers ensure that students are fully engaged and motivated in lessons.

Very clear procedures and supervision ensures that students behave well and the school runs smoothly on a day-to-day basis.

The high degree of mutual respect between students and teachers leads to a very positive atmosphere in classrooms and around the school.

A wide range of student services supports effectively the academic and personal development of students.

Parents and caregivers are regularly informed about progress of their children and greatly appreciate the work of the school.

An effective program of professional development encourages teachers to improve their practice.

A rigorous process of school evaluation and analysis of assessment and information drives strategic planning and school improvements.

A CBO with an effective afterschool program

Increased parental involvement

Barriers

This school has no math or literacy coach

Budget constraints are preventing us from hiring support staff and having after school programs

We have a huge population of students with crisis management paraprofessionals

Large class size in the upper grades

Aids

Ongoing professional development from outside organizations, especially on-site sessions and inter-visitations

Data conversation with teachers to monitor progress

AIS team meets to discuss student interventions for at-risk students.

We continue to use appropriate testing programs in testing grades

Selected grade leaders for each grade in math, literacy and science to support the instructional initiatives, turn-key professional development and disseminate information to colleagues.

Majority of our staff are highly qualified.

We have a parent coordinator

Our focus on Accountable Talk throughout the content areas.

P.S. 91 will continue to focus on students improvement by way of:

Continuation of intensive academic intervention services to all students who are not meeting State Standards – Title 1 reading teachers, Wilson, and AIS by the classroom teachers

Continue to align the literacy instruction with the New York State Standards and Assessments

Utilize technology as a means of increasing the English, Math, Science and Social Studies skills of those at risk

Continue to provide ongoing access to the library media center.

Creation of pacing calendars for reading and writing

Provide professional development in the following areas:

- Literacy Instruction
- ESL Strategies
- Strategies that will help meet the needs of all our students, including Special Education and ESL students
- Differentiation

Implementation of School-wide Project Based learning to support and enrichment our higher performing

Continue to provide students with the opportunity to develop critical thinking skills by connecting mathematics to student's prior experiences.

Provide Academic Intervention Services for those at risk to enable them to meet the promotional standards with a focus on all subject areas.

Continue to provide technology staff development and support personnel

Continue to implement the use of technology as a tool for teaching and learning

There is a need to further facilitate access to a technology support system.

Continue to develop and implement an instructional program using the laptops to create student generated research projects aligned with non fiction genre.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

| Annual Goal | | Short Description |
|--|---|--|
| <input type="checkbox"/> <input type="checkbox"/> Goal: 1 By June 2011 75% of staff members will begun to introduce and implement the Common Core Standards in Literacy and math | <input type="checkbox"/> Rationale: To align instruction to the Common Core Standards | <input type="checkbox"/> Teachers will begin to understand, plan and implement the Common Core Standards in ELA and math |
| <input type="checkbox"/> <input type="checkbox"/> Goal 2 <input type="checkbox"/> Rationale: <i>2011 90% of our staff will have become involved in the inquiry process to impact on student achievement</i> | | <input type="checkbox"/> Teachers will use inquiry process as a way to improve student performance in the area of elaboration in writing |
| <input type="checkbox"/> <input type="checkbox"/> Goal 3: <i>To increase the number of teachers using and becoming more effective in analyzing data to differentiate instruction in their classrooms</i> | <input type="checkbox"/> Rationale: <i>80% of classroom teachers will differentiate instructional strategies to address learning needs of students</i> | <input type="checkbox"/> Teachers will use and analyze data to differentiate instruction for students |
| <input type="checkbox"/> <input type="checkbox"/> Goal 4: <input type="checkbox"/> Rationale: By June 2011, for the NYS Math Test, students in grades 3-5 will demonstrate 10% increase (from 38% to 48%) of students in proficiency performance. | | <input type="checkbox"/> Students will use the Everyday Math Program and other supplementary materials to differentiate instruction to meet the needs of the students. |
| <input type="checkbox"/> Goals 5: <i>To increase</i> | <input type="checkbox"/> Rationale; | <input type="checkbox"/> Staff will use the balanced literacy approach in the |

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| <i>performance of students in Grades 3-5 on the NYS English Language Arts Examination.</i> | By June 2011, students in grades 3-5 will demonstrate on the NYS English Language Art Test, a 10% increase (from 39% to 49%) in proficiency performance | workshop model to enhance literacy instruction in the classrooms. |
|--|---|---|

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

All Subjects

(where relevant) :

| | | |
|---|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <input type="checkbox"/> <input type="checkbox"/> Goal: 1 By June 2011 75% of staff members will begun to introduce and implement the Common Core Standards in Literacy and math | <input type="checkbox"/> Rationale: To align instruction to the Common Core Standards |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <input type="checkbox"/> <input type="checkbox"/> For this Goal: Describe your plan for meeting your goal, including staffing, scheduling, and funding. During the first staff conference, provide staff with an overview of the ELA and Math Common Core Standards Provide copies of the Common Core Standards in ELA and Math to faculty Use grade conference to discuss standards, compare and contrast Common Core Standards to the NYS standards by grade levels During grade meetings and professional periods, staff members will create curriculum maps aligned to the Common Core Standards Identify staff to attend Professional Development set forth by the Network and other offices from the Department of Education. Trained staff will turn key information. | |

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| | <p>Provide Per Diem staff for teachers going on professional development NYCDOE School Leadership Competency – Curriculum and Instruction</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/> Provide Per Diem staff for teachers going on professional development</p> <p><input type="checkbox"/> As a Title 1 School-wide Program School, Conceptual Consolidation will allow us to combine Federal and Local funds such as, Fair Student Funding, Title 1 and Title 111 to implement action plan from 9/10 to 6/11</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/> Formal and informal observations Lesson plans Pacing calendars the use of specific language as pertained to the standards Agenda, sign-in sheets and notes from meetings and professional development Walkthroughs Curriculum maps</p> |

**Subject Area
(where relevant) :**

Literacy

| | |
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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/> Goal 2</p> <p><input type="checkbox"/> Rationale: <i>2011 90% of our staff will have become involved in the inquiry process to impact on student achievement</i></p> |
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| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <p>Teachers will receive ongoing training around the inquiry process from support staff and supervisors.</p> <p>During the month of September and October staff will receive an over-view of the inquiry process. The focus will be on the three phases. In addition, teachers will receive training on using the elaboration section of the writing continuum (developed by Teachers College). Our focus in “Elaboration in Writing”</p> <p>In November, teachers will conduct a baseline assessment and identify student writing level based on the continuum.</p> <p>During the Monday morning collaborative team meetings, staff will discuss student work, set long term goals, develop instruction plans for students, set interim goals and assessment, and regularly re-assess and revised instructional plans.</p> <p>Instruction will be conducted during the morning extended day periods</p> <p>Staff will attend meetings set forth by the network and other sections of the Department of Education.</p> <p>Per Diem staff will be hired to substitute for teachers attending professional development.</p> <p>During the day, teachers will meet in groups to look at ARIS and other data source to assess student needs and to plan instruction. Per Diem staff will be hired to substitute for teachers.</p> <p>Staff will engage in the inquiry cycle- collection of data, analysis of data, and development of action plan and assess.</p> <p>Teachers will post best practices on the ARIS community</p> <p>NYCDOE School Leadership Competency - Data and Curriculum/Instruction <input type="checkbox"/></p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/></p> <p>As a Title 1 School-wide Program School, Conceptual Consolidation will allow us to combine federal and local funds, such as Fair Student funding, Title 1 and Title 111 to implement action plan from 9/10 to 6/11</p> |

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| Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i> | <input type="checkbox"/> <p>Agendas/ sign-in sheets for meetings and Professional Development sessions Data logs documenting student progress Student work over a period of time showing evidence of student growth Teachers' logs with evidence of the strategies that they are implementing with the students.</p> |

Subject Area
(where relevant) :

All subjects

| | | | |
|--|--|---|---|
| Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i> | <input type="checkbox"/> <table border="1" style="width: 100%;"> <tr> <td style="width: 60%;"> <input type="checkbox"/> Goal 3: <i>To increase the number of teachers using and becoming more effective in analyzing data to differentiate instruction in their classrooms</i> </td> <td style="width: 40%;"> <input type="checkbox"/> Rationale: <i>80% of classroom teachers will differentiate instructional strategies to address learning needs of students</i> </td> </tr> </table> | <input type="checkbox"/> Goal 3: <i>To increase the number of teachers using and becoming more effective in analyzing data to differentiate instruction in their classrooms</i> | <input type="checkbox"/> Rationale: <i>80% of classroom teachers will differentiate instructional strategies to address learning needs of students</i> |
| <input type="checkbox"/> Goal 3: <i>To increase the number of teachers using and becoming more effective in analyzing data to differentiate instruction in their classrooms</i> | <input type="checkbox"/> Rationale: <i>80% of classroom teachers will differentiate instructional strategies to address learning needs of students</i> | | |
| Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i> | <input type="checkbox"/> <p>Provide teachers with training in analyzing data Provide teachers with training in accessing ARIS, Acuity and other data sources Meet with teachers individually and during grade conference to discuss data and their instructional plans</p> | | |

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| | <p>Provide teachers with guidance and support around differentiated instruction – study group, professional development and inter-visitation.</p> <p>Provide teachers with feedback and suggestions related to differentiated instruction</p> <p>CFN network will provide onsite professional development for teachers</p> |
| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/></p> <p>As a Title 1 School-wide Program School, Conceptual consolidation will allow us to combine Federal and Local funds, such as Fair Student Funding, Title 1 and Title 111 to implement this action plan from 9/10-9/11</p> <p><input type="checkbox"/></p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/></p> <p>Walkthrough notes Informal and formal observations Teachers' lesson plans Agendas/Sign-in sheets Conference notes Student progress Student work</p> <p><input type="checkbox"/></p> |

**Subject Area
(where relevant) :**

Mathematics

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/> Goal 4: <input type="checkbox"/> Rationale:By June 2011, for the NYS Math Test, students in grades 3-5 will demonstrate 10% increase (from 38% to 48%) of students in proficiency performance.</p> |
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| | |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> Provide teachers with professional development around math instruction Conduct grade meetings and have conversations around math instruction Identify and focus on weekly math skills Give feedback and suggestions to teachers Schedule time for teachers to look at math data, identify trends and form small groups for instruction Study group/lunch and learn sessions around math instruction Provide inter-visitation for teachers to view math instruction Provide Per Diem staff for classes while teachers are looking at data or going on inter-visitation. Model instruction for staff members <p><input type="checkbox"/></p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/></p> <p>As a Title 1 School-Wide Program School, Conceptual Consolidation will allow us to combine Federal and Local funds, such as Fair Student Funding, Title 1 and Title 111 to implement this action plan from 9/10 to 9/11</p> <p><input type="checkbox"/></p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> v Formal and informal observations v Student work and classroom environment v Looking at data to assess progress v Agenda, sign-in sheets and notes from meetings v Data from interim assessments, checklists and teacher-made tests. v Results on the 2011 NYS Math Test <p><input type="checkbox"/></p> |

Subject Area
(where relevant) :

ELA

| | | | |
|---|--|--|---|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/></p> <table border="1" data-bbox="737 318 1946 488"> <tr> <td data-bbox="737 318 1234 488"> <p>Goals 5: <i>To increase performance of students in Grades 3-5 on the NYS English Language Arts Examination.</i></p> </td> <td data-bbox="1234 318 1946 488"> <p>Rationale; By June 2011, students in grades 3-5 will demonstrate on the NYS English Language Art Test, a 10% increase (from 39% to 49%) in proficiency performance</p> </td> </tr> </table> | <p>Goals 5: <i>To increase performance of students in Grades 3-5 on the NYS English Language Arts Examination.</i></p> | <p>Rationale; By June 2011, students in grades 3-5 will demonstrate on the NYS English Language Art Test, a 10% increase (from 39% to 49%) in proficiency performance</p> |
| <p>Goals 5: <i>To increase performance of students in Grades 3-5 on the NYS English Language Arts Examination.</i></p> | <p>Rationale; By June 2011, students in grades 3-5 will demonstrate on the NYS English Language Art Test, a 10% increase (from 39% to 49%) in proficiency performance</p> | | |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <p>Provide teachers with professional development around ELA instruction Conduct grade meetings and have conversations around balanced literacy Dedicate a few faculty conferences around ELA instruction Train teachers to conduct running records and to match students to just right reading books Create a schedule that has a designated literacy block and time for students to read independently Use Title 1/NYSTYL funds to buy leveled classroom libraries for teachers Identify and focus on a weekly comprehension skills Study group/Lunch and Learn sessions around ELA strategies Provide inter-visitations for teachers to view literacy instruction Schedule time for teachers to look at ELA data, identify trends and form small group instruction Provide Per Diem staff for classes while teachers are looking at data or going on inter-visitation Model for teachers</p> | | |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>As a Title 1 School-wide Program School, Conceptual Consolidation will allow us to combine Federal and Local funds such as, Fair Student Funding, Title 1 and Title 111 to implement action plan from 9/10 to 6/11</p> | | |

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains



Formal and Informal observations
Student work and classroom environment
Looking at data to assess progress
Agenda, sign-in sheets and notes from meetings
Data from interim assessments, teacher-made tests and quizzes
Results on the 2011 NYS ELA Test.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 21 | 20 | N/A | N/A | 12 | | 2 | |
| 1 | 18 | 20 | N/A | N/A | 6 | | | |
| 2 | 21 | 21 | N/A | N/A | 17 | | | |
| 3 | 24 | 34 | N/A | N/A | 14 | 3 | 3 | |
| 4 | 34 | 34 | 34 | 34 | 20 | 3 | 3 | |
| 5 | 28 | 28 | 28 | 28 | 4 | 1 | 1 | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). | |
|--|--|--|
| ELA: | <input type="checkbox"/> | |
| | ELA: | <p>In school, the reading teacher, IEP teacher, SETTS teacher, coaches, and assistant principals provide students who need additional support with small group instruction inside their classroom during reading or content area time.</p> <p>The out of classroom teachers also provide the students who scored a level 2 or lower with additional weekly small group instruction during the school day. The instruction targets the students' area of need in ELA.</p> <p>During the Extended Day the teachers provide students who need additional support with small group instruction. Classroom teachers will provide support during the weekly professional period</p> <p>Pending budget - An after school program using various test sophistication materials from Rally will be during the Saturday Intervention to support at-risk students. Both programs are taught in small group using workshop model format</p> |
| | <p>1</p> | |
| | | <input type="checkbox"/> |
| <p>1</p> | | |
| Science: | | |

1

| | |
|-----------------|--|
| Social Studies: | |
|-----------------|--|

1.

| | |
|--|---|
| At-risk Services Provided by the Guidance Counselor: | Guidance counselors provide at-risk and mandated counseling services to our students. They run individual and group sessions that target social and behavioral goals. In addition, they participate in the Pupil Personnel Team and Academic Intervention team to provide input for students who are at the greatest risk of not meeting standards. They help set goals and monitor progress of these children. |
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| At-risk Services Provided by the School Psychologist: | The school psychologist conducts classroom observations for any student who is at risk of being referred for special education and provides preventive services to the students as a way of avoiding a referral. The school psychologist also participates in the Pupil Personnel Team to provide strategies for students who are at great risk of not meeting standards due to behavioral or social issues. In addition, he/she helps set goals and monitor progress for these children. |
|---|---|

Mathematics:

The classroom teachers provide their AIS students with Math group sessions during the independent time as a way of targeting their areas of need. The out of classroom teachers also provide the students with small group instruction. Pending budget An after- school support program using various test sophistication materials for at-risk students. Programs will taught in smaller groups using a workshop model format. Grades K-2 use the readiness skills areas of the EDM curriculum during the day in small group instruction. Classroom teachers will provide AIS during their professional periods to selected students.

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| Science: | <input type="checkbox"/> The Science specialty teachers have small group instruction during the Science period to support the Science instruction. Students document their work in their science note books. The ESL teachers are pushing into the Science classroom to support the students with vocabulary work-"Juicy Sentences" to enhance and further develop academic language in the content areas for grades 4-5. Science will also be taught through literacy and math AIS provided by classroom teachers during th eprofessional periods |
| Social Studies: | <input type="checkbox"/> During the social studies period, teachers have small group instruction to target and support Social Studies content. Rand McNally websites are available for teachers to reinforce map skills. Social Studies will be interwoven in other content areas and taught by classroom teachers during their professional periods |
| At-risk Services Provided by the Guidance Counselor: | <input type="checkbox"/> 1Guidance counselors provide at-risk and mandated counseling services to our students. They hold individual and group sessions that target social and behavioral goals. In addition, they participate in the Pupil Personnel Team and Academic Intervention team to provide input for students who are at the greatest risk of not meeting standards. They help set goals and monitor progress of these children. |
| At-risk Services Provided by the School Psychologist: | <input type="checkbox"/> 1The school psychologist conducts classroom observations for any student who is at risk of being referred for special education and provides preventive services to the students as a way of avoiding a referral. The school psychologist also participates in the Pupil Personnel Team to provide strategies for students who are at great risk of not meeting standards due to behavioral or social issues. In addition, he/she helps set goals and monitor progress for these children |
| At-risk Services Provided by the Social Worker: | <input type="checkbox"/> 1The Social Worker conducts classroom observations for any student who is at risk of being referred for special education and provides preventive services to the students as a way of avoiding a referral. The Social Worker also participates in the Pupil Personnel Team to provide strategies for students who are at great risk of not meeting standards due to behavioral or social issues. In addition, he/she helps set goals and monitor progress for these children and is the link between the school and home. |
| At-risk Health-related Services: | <input type="checkbox"/> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>The nurse and health care personnel provide mandated students with the required services. They regularly monitor progress and keep families, teachers and administrators informed</p> </div> |

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

1-5

Number of Students to be Served:

LEP 64

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) 1 supervisor

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy – Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

The students are placed in groups according to their performance on NYSESLAT assessment and receive the required hours of weekly ESL instruction. *The beginning and intermediate level students receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of ESL instruction a week. Strategies used to provide ESL instruction include but are not limited to all of the components of the balanced literacy approach (read alouds, guided and shared reading), leap frog, and the use of visual aids/charts and music.*

Students read stories aloud so that the ESL provider can assess phonemic awareness, fluency and usage of comprehension strategies. In addition to the language experience approach, the Total Physical Response strategy is also used. Communication skills are developed using hands-on activities, phonics drills, journal writing and other literacy lessons. Students are required to make oral presentations and spend time in the listening center to develop listening and speaking skills. Students that require academic intervention participate in the extended day program.

This instructional after school and Saturday program will run for approximately 12-weeks depending on funding. (After school - Tuesdays, Wednesdays, and Thursdays from 3:30 p.m. – 5:00 p.m. for 15-20 students each day and the Saturday program from 9:00 a.m. –

12:00 p.m.) Through this program, we can tutor every ELL student from grades 1-5

Directions: In anticipation of the allocation of Title III funding to your schools for 2010-2011 at the same funding level as 2009-2010, indicate below whether there will be any revisions for 2010-2011 to your school's approved 2009-10 Title III program narrative and budget.

Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

Section I. Student and School Information.

Grade Level(s)

1-5

Number of Students to be Served:

LEP: 64

Non-LEP: 0

Number of Teachers: 3

Other Staff (Specify) 1 supervisor

School Building Instructional Program/Professional Development Overview

Section II. Title III. Part A LEP Program Narrative

The students are placed in groups according to their performance on NYSESLAT assessment and receive the required hours of weekly ESL instruction. *The beginning and intermediate level students receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of ESL instruction a week. Strategies used to provide ESL instruction include but are not limited to all of the components of the balanced literacy approach (read alouds, guided and shared reading), leap frog, and the use of visual aids/charts and music.*

Students read stories aloud so that the ESL provider can assess phonemic awareness, fluency and usage of comprehension strategies. In addition to the language experience approach, the Total Physical Response strategy is also used. Communication skills are developed using hands-on activities, phonics drills, journal writing and other literacy lessons. Students are required to make oral presentations and spend time in the listening center to develop listening and speaking skills. Students that require academic intervention participate in the extended day program.

This instructional after school and Saturday program will run for approximately 12-weeks depending on funding. (After school - Tuesdays, Wednesdays, and Thursdays from 3:30 p.m. – 5:00 p.m. for 15-20 students each day and the Saturday program from 9:00 a.m. – 12:00 p.m.) Through this instructional program, we can tutor every ELL student from grades

1-5.

Parents of newly enrolled ELL are invited to an orientation meeting within 10 days of admission. The ESL program, State Standards, grading system, promotion criteria, and choices are explained at different meetings throughout the year. Parents are encouraged to participate in their children's education by attending workshops and planning at-home activities. Pertinent school information is translated on-demand by designated staff fluent in native languages. Brochures in languages other than English are also provided at workshops. Our parent coordinator will conduct ongoing outreach to ensure full participation of ELL parents in all school activities. Parents are also referred to community-based organizations staffed with personnel with the cultural and linguistic affinities that match their needs.

Newly enrolled LEP ELL parents will have an orientation session in September. A video is also presented to them in order to make appropriated choices for their children. Parents have the option of keeping their children in the ESL program or sending them to a school with Bilingual services.

ELL parents are also invited to Title I Day workshops to receive a detailed description of the ELL services that their children receive. Parents are also advised on methods and approaches to use at home to help their children meet academic standards. In addition, parents are encouraged to confer with the ESL provider on Parent Teacher conference days. Additionally, parent workshops aimed at providing involvement activities to ELL parents - ELL family Literacy Project described above- will be organized by C. S. Tech, Inc. Notices for all activities are provided in Spanish and Haitian-Creole.

We encourage parents to help their children with homework. We request that they read with their children every night. ELL parents are encouraged to attend school-wide Literacy and Math events. Translations are available during these activities.

Parent Involvement Workshop Calendar

| Month | Topic |
|-----------|---|
| September | Welcome to P. S. 91 and What Resources are Available to ELL Families |
| October | Resources To Help Your Child at Home – Acuity Reports |
| November | Orientation of Standardized Testing (ECLAS; LAB-R; MAT-8; NYS Science, Social Studies, Math and ELA) |
| December | Preparing Children for NYS English Language Arts Assessments Places to Visit with Children in the City Middle School Articulation |

| | |
|----------|---|
| January | Black History Literacy Night |
| February | Preparing Children for NYS Mathematics Assessments |
| March | Math Games Night Orientation of NYS Science Assessment |
| April | Brain Education Workshops – Using Music to Enhance Intellectual Development and Social-Emotional Learning |
| May | Spring Family Literacy Night Mother-Daughter Day |
| June | Father-Son Day; Orientation to Summer Programs available to ELL families |

II. Project Jump Start (Programs and activities to assist newly enrolled LEP students):

Although Project Jump Start is not formerly implemented, newly enrolled ESL students are invited to participate in sponsored summer programs.

III. Staff Development (2009-2010 activities):

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

The ESL teacher participates in a minimum of two school inter-visitations a year. The teacher also attends the Annual SABE Conferences, CSLO Workshops and ISC Workshops that focus on ESL methodologies and best practice. In addition the licensed ESL teacher provides mandated training in ESL methodologies to staff during faculty conferences and grade meetings throughout the school year.

Professional Development focus for ELL instruction will include:

- Articulation on the progress of ELLs and updating of strategies to assist ELLs
- ELL requirements
- ESL Standards

ESL Assessments- NYSESLAT
 ESL Strategies
 ELL Family Literacy Project

Professional Development Workshop Calendar

| Month | Topic |
|----------|--|
| October | How to address the needs of all ELLs including those students with interrupted formal education. |
| November | ESL in the Content Areas |
| December | Differentiated and Data-driven Instruction |
| January | Approaches for ESL Instruction and Blooms Taxonomy |
| February | Implementing Black History in the ESL curriculum |
| March | Curricular and instructional adaptations for ESL in special education |
| April | Poetry Month Activities for ELL students |
| May | Teaching ESL through the Arts |
| June | Analyzing Assessment Data for Reorganization |

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

ELL Family Literacy Project is a series of workshops whose purpose is to help the ELL family in preserving their native language, develop higher level of competency in English, and bring the family's culture into the classroom curriculum through storytelling. The teachers will receive a series of staff development training from C S Tech, Inc., and will learn how to get the parents involved in special literacy projects that utilize storytelling as a medium to promote the development and enhancement of both native and second language, the appreciation of diversity, and the understanding of other's cultural heritage.

Section III. Title III Budget

—

School: P.S.091
 BEDS Code: 331700010091

| Allocation Amount: | | |
|---|-----------------|--|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) - Per session - Per diem | \$7,843.00 | <input type="checkbox"/> At P.S 91, there will be an after school ELL program. Beginning in the first week of March, the program will meet 4 hours a week and a 3-hours class on Saturday for 1 group of student (18). The afterschool program will have a total of 30 students (2 groups of 15). There will be two teachers with ESL certification instructing the students. The students will be grouped by grade and English language proficiency level according to the NYSESLAT scores. The language of instruction will be English. The teachers will be using a literature based leveled skill books from the Macmillian/Mc Graw Hill Treasure Chest for English Language Learners. In addition, students will also be using Getting Ready for the NYSESLAT and Beyond. These books are geared towards preparing students to take the NYSESLAT and will provide students with the needed familiarity with the four modalities assessed. This program ends at the beginning of May Afterschool- Grades 3-5 Extended Day Program 2 teachers x 4 hours x 12 weeks x \$49.89 =\$4,789.54 Grades 3-5 Saturday Academy 1 teacher x 3 hours x 18 weeks x 49.89 = <u>\$2,694.06</u> <u>\$7,483.60</u> |
| Purchased services - High quality staff and curriculum development contracts | \$3000.00 | <input type="checkbox"/> Teacher-training – 6 hours of professional development by CS tech. Teacher with ELL students in their classes will attend some of these training |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | \$3016.40 | <input type="checkbox"/> Supplementary Instructional Materials: Bilingual Literacy Collections |

| | | |
|---|-----------|---|
| | | Bilingual Leap Frog Pads NYSESLAT Workbooks /Test preparation materials Treasure Chest |
| Educational Software (Object Code 199) | 0 | <input type="checkbox"/> N/A |
| Travel | 0 | <input type="checkbox"/> N/A |
| Other | \$1500.00 | <input type="checkbox"/> Non-contractual Parent Involvement Service Workshop ELL Family Literacy Project and Student Activities By C.S. Tech |
| TOTAL | 0 | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.



Translation will be provided in the manner as follows: 1. Software will be purchased that can translate all languages from English when materials are sent home that the parents need to be able to read. Professional translators will be hired to provide translation services at all workshops when necessary

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.



Our school has parents who speak languages such as Spanish and Haitian Creole. We need to provide both written and oral translation of documents and workshops/meetings. The translation results were presented to the parents at the SLT and PTA.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.



For written documents, we school utilize the translation unit provided by the Department of Education and teachers in our school. In order for the documents to ready, the school has to submit them at least a week in advance. For Spanish translation, we usually utilize a staff member to translate the letters being sent home.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

For oral translation, we hire translators (outside contractor) to attend our workshops and meetings. They utilize our translation equipment. Whenever this is not possible, we try to have a staff member or parent to translate.

For parent-teacher conferences, we have available the phone translation system. We have dedicated rooms that the teachers use to contact a translator.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The regulations are posted at our entrance. Parents can also access them in our parent room. We have also posted this on our school webpage for parent to view.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I | Title I ARRA | Total |
|---|---------------|--------------|-------|
| 1. Enter the anticipated Title I Allocation for 2010-11: | \$997,694 | 5, 188 | 0 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$ 9, 976 | | |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$ 49, 884.00 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$99, 769 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.



2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.



DRAFT

P.S. 91K, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-09.

School Responsibilities

P.S. 91K will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.

- **Teachers will:**
 - **Continue to develop their teaching strategies to successfully teach *all* children through professional development.**
 - **Explain their approach to teaching, expectations, and grading system to students and their families.**
 - **Assign work that is relevant and interesting.**
 - **Make sure students understand the assignment, what they'll learn from it, and grade it promptly.**
 - **Make sure all students get help as soon as it is needed.**

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held twice annually, in November and March.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will:

- **Monitor student progress in all content areas and provide parents with updates regularly.**
- **Provide parents with an overview of the curriculum, describing content being covered in all subject areas.**

4. Create a partnership with every family in our school and provide parents reasonable access to staff. Administration can be reached by phone, email or by appointment. Teachers can be reached by written correspondence through the student, and by appointment as needed. Teachers are encouraged to form email lists with their families.

5. Provide parents opportunities to volunteer and participate in their child's classroom, and to observe classroom activities, as follows: Curriculum night, publishing parties, family activities, and chaperoning fieldtrips.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any School wide Program plan (for SWP schools) in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. Ample notification will be given. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- 9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.**
- 10. Send home learning materials in all content areas, and provide parents with information about the curriculum, so that families can supplement classroom learning. Materials could include: interactive learning kits, study materials, links to relevant websites, suggested reading lists and other publications.**
- 11. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.**
- 12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.**
- 13. To provide to each parent with an individual student report about the performance of their child on the State Assessment in at least math, language arts and reading.**
- 14. To provide each parent with timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.**

Parent Responsibilities

We, as parents, will support our children's learning in the e following ways:

- Ensure that my child is at school and on time.**
- Assist my child with daily homework, and use the learning materials the school sends home. Incorporate word lists and math games into our routine.**
- Let the teacher know if my child has any problems with learning, or is having any difficulties in school**
- Read to my child at least 20 minutes daily, and discuss what we have read.**

- **Limit my child’s television viewing to one hour a day, and ask my child to write a report or draw a picture about a favorite program.**
- **Volunteer in my child’s classroom, and attend family activities that are organized by the school.**
- **Participate, as appropriate, in decisions relating to my child’s education.**
- **Promote positive use of my child’s extracurricular time.**
- **Stay informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.**
- **Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.**

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- **Come to school every day, on time and ready to learn.**
- **Do my homework every day and ask for help when I need to.**
- **Read at least 30 minutes every day outside of school time, on my own and with my family.**
- **Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.**

- **Work on my math, reading and writing skills at home, using the materials my teacher sends home.**
- **Write down assignments, do my homework every day, and turn it in when it is due.**
- **Limit my television viewing to one hour per day, and write a report each week about a favorite program.**

Signatures:

| | | |
|---------------|----------------|----------------|
| | | |
| School | Parents | Student |
| 1. _____ | _____ | _____ |
| Date | Date | Date |

(Please note that signatures are not required)

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Academic information on students is gathered from NYSTART, ARIS, ATS, and the yearly Progress Report. Information is given to teachers so that data is used in grouping in the classroom for grouping and instruction.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.



Small group instruction with goal setting based on formal and informal assessment. We provide AIS for children not meeting proficient or advanced levels in the NYSESLAT. .

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.



Read aloud with accountable talk which contain two 'turn and talk' and address reading skills and strategies based on State standards. Tiered math instruction in all units to aid in the differentiation of math instruction.

o Help provide an enriched and accelerated curriculum.



Strategies implemented include but are not limited to; small group, extended day classes three times a week, Kaplan test Prep materials for afterschool and Saturday programs

o Meet the educational needs of historically underserved populations.



Providing an enriched program through , integrated lessons, and project-based learning in the classes. Depending on funding other activities can include, Chess-In-The-Schools, 92nd St. Y, and Together In Dance, Cookshop and the LEAP program



- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.



Under-served populations' needs are met through AIS services and AIS team monitoring instruction given. Pupil Personnel Team aids in ensuring adequate supports and differentiation is given to the students. Push-in instruction for ELL students.

Programs to address low achieving students are:

- **Wilson Reading Program**
- **Foundations**
- **AIS**
- **Academic and behavioral plans created by PPT**
- **Mandated and enrichment extended day classes**
- **Project Read**
- **Afterschool ESL Program**
- **Saturday Academy for math and literacy**

- o Are consistent with and are designed to implement State and local improvement, if any.



Designed to improve the academic progress underperforming students, ELL's and children with Special needs.

3. Instruction by highly qualified staff.

Highly qualified staff provides instruction in Art, Science, Technology.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.



Professional Development is offered to the teachers who come to the school. Staff members are also sent on professional development provided by the DOE. This information is then turn keyed within the grades. Administrative staff takes part of CSA's ELI workshops for supervisors. All information is facilitated to all staff members during monthly Faculty and Grade Conferences. Our CFN will provide ongoing professional development for staff both onsite and off site. There will be intra and inter visitation by staff the observe best practices.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.



Highly qualified teachers are screened by all administrative staff. Extensive interviewing sessions are conducted by a team and candidates are asked to execute a lesson which is later debriefed by the team and the candidate.

6. Strategies to increase parental involvement through means such as family literacy services.

Parental involvement is attained through the work done with the Parent Coordinator and the PTA. Workshops to inform parents of academic requirements and regulations are done regularly. Information is sent home regarding curriculum activities in the school. Parents are also invited frequent conversations with classrooms teachers. Evening family activities to promote Math, Literacy, Science and the Arts are also carried through

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Most children from our preschool attend our elementary program; however, class visits and parent orientations take place every spring to aid in the transition

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.



Teachers have grade liaisons administrators and members of the data team to help in making decisions that impact assessment and instruction. Staff will focus on goal setting and develop curriculum maps to match work to school goals and improve academic achievement.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students experiencing difficulty are monitored through tiered AIS services with the classroom teacher and/or another teacher in the school. Students are discussed in weekly AIS meetings and later referred to PPT if the academic intervention is not showing progress. The PPT, in conjunction with teachers and parents, creates academic and behavioral plans that are regularly monitored

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
The school will utilize a violence prevention programs and other programs to help parents and students.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with

disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (<i>i.e.</i> , Federal, State, or Local) | Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program | | | Amount Contributed to Schoolwide Pool (<i>Refer to Galaxy for school allocation amounts</i>) | Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan. | |
|--------------|--|--|----|-----|--|---|----------|
| | | Yes | No | N/A | | Check(x) | Page#(s) |
| | | | | | | | |

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

NA

2. Ensure that planning for students served under this program is incorporated into existing school planning.

NA

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

NA

b. Help provide an accelerated, high –quality curriculum, including applied learning; and
NA

c. Minimize removing children from the regular classroom during regular school hours;
NA

4. Coordinate with and support the regular educational program;
NA

5. Provide instruction by highly qualified teachers;
NA

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
NA

7. Provide strategies to increase parental involvement; and
NA

8. Coordinate and integrate Federal, State and local services and programs.
NA

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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.)

21

2. Please describe the services you are planning to provide to the STH population.

The parent coordinator will work with social worker and guidance counselor to assess needs of the family along with a Residency Questionnaire. We will make them aware of their rights to bussing and free lunch. Assistance in obtaining medical and other insurance will be given as well as providing school supplies, paying for school trips, and requesting help from the PTA in any other help that can be extended to the family.

Part B:

Part B - For Non-Title I Schools

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|-----------------------------------|-------------|--------|---------------|--|--------------|
| School Name: | P.S. 091 The Albany Avenue School | | | | | |
| District: | 17 | DBN: | 17K091 | School | | 331700010091 |

DEMOGRAPHICS

| | | | | | | | |
|----------------|-------|---|---|---|----|----------|---|
| Grades Served: | Pre-K | v | 3 | v | 7 | 11 | |
| | K | v | 4 | v | 8 | 12 | |
| | 1 | v | 5 | v | 9 | Ungraded | v |
| | 2 | v | 6 | | 10 | | |

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 18 | 18 | 18 | | 91.7 | 93.0 | 92.2 |
| Kindergarten | 112 | 108 | 83 | | | | |
| Grade 1 | 148 | 119 | 116 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 129 | 138 | 110 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 127 | 140 | 147 | | 89.0 | 90.5 | 87.4 |
| Grade 4 | 128 | 119 | 138 | | | | |
| Grade 5 | 92 | 134 | 110 | Poverty Rate - % of Enrollment: | | | |
| Grade 6 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | 0 | 0 | 0 | | 93.0 | 97.8 | 99.4 |
| Grade 8 | 0 | 0 | 0 | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 10 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | 0 | 0 | 0 | | 20 | 37 | 51 |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 7 | 15 | 15 | Recent Immigrants - Total Number: | | | |
| Total | 761 | 791 | 737 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 8 | 10 | 4 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 52 | 65 | 80 | Principal Suspensions | 0 | 0 | 4 |
| # in Collaborative Team Teaching (CTT) Classes | 41 | 44 | 49 | Superintendent Suspensions | 1 | 0 | 11 |
| Number all others | 42 | 43 | 42 | | | | |

These students are included in the enrollment information above.

| Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants | 0 | 0 | 0 |
| Early College HS Program Participants | 0 | 0 | 0 |

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | Number of Teachers | 59 | 56 | 63 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 20 | 21 | 9 |
| # receiving ESL services only | 45 | 47 | TBD | | | | |
| # ELLs with IEPs | 0 | 10 | TBD | Number of Educational Paraprofessionals | 10 | 10 | 25 |

These students are included in the General and Special Education enrollment information above.

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | 0 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 98.4 |
| | | | | % more than 2 years teaching in this school | 88.1 | 92.9 | 85.7 |
| | | | | % more than 5 years teaching anywhere | 81.4 | 82.1 | 82.5 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 88.0 | 89.0 | 90.5 |
| American Indian or Alaska Native | 0.4 | 0.0 | 0.1 | % core classes taught by "highly qualified" teachers | 100.0 | 97.4 | 98.3 |
| Black or African American | 90.0 | 91.2 | 93.2 | | | | |
| Hispanic or Latino | 7.2 | 6.6 | 5.6 | | | | |
| Asian or Native Hawaiian/Other Pacific | 0.5 | 0.5 | 0.0 | | | | |
| White | 1.6 | 1.1 | 0.8 | | | | |
| Male | 54.1 | 57.0 | 55.6 | | | | |
| Female | 45.9 | 43.0 | 44.4 | | | | |

2009-10 TITLE I STATUS

| | | | | | | | |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v | Title I | | | | | | |
| | Title I | | | | | | |
| | Non-Title | | | | | | |
| Years the School | | | | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| | | | | v | v | v | v |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|
| SURR School (Yes/No) | | If yes, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

| | Phase | | | Category | | |
|--|-------------------------------|--|---|----------|---------|---------------|
| | In Good | | v | Basic | Focused | Comprehensive |
| | Improvement Year 1 | | | | | |
| | Improvement Year 2 | | | | | |
| | Corrective Action (CA) – Year | | | | | |
| | Corrective Action (CA) – Year | | | | | |
| | Restructuring Year 1 | | | | | |
| | Restructuring Year 2 | | | | | |
| | Restructuring Advanced | | | | | |

Individual Subject/Area AYP Outcomes:

| <u>Elementary/Middle Level</u> | | <u>Secondary Level</u> |
|--------------------------------|---|------------------------|
| ELA: | v | ELA: |
| Math: | v | Math: |
| Science: | v | Graduation Rate: |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups | <u>Elementary/Middle Level</u> | | | <u>Secondary Level</u> | | | Progress Target |
|---------------------|--------------------------------|------|---------|------------------------|------|-------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad Rate** | |
| All Students | v | v | v | | | | |
| Ethnicity | | | | | | | |

| | | | | | | | |
|---|----------|----------|----------|--|--|--|--|
| American Indian or Alaska Native | | | | | | | |
| Black or African American | v | v | | | | | |
| Hispanic or Latino | - | - | - | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | | | | | |
| White | - | - | - | | | | |
| Multiracial | | | | | | | |
| Students with Disabilities | v | v | - | | | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | v | v | | | | | |
| Student groups making | 4 | 4 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | C | Overall Evaluation: | | | | | NR |
| Overall Score: | 29.1 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | |
| School Environment: | 6.3 | Quality Statement 2: Plan and Set Goals | | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | |
| School Performance: | 9.3 | Quality Statement 4: Align Capacity Building to Goals | | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | |
| Student Progress: | 13 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 0.5 | | | | | | |

| | |
|--|---|
| KEY: AYP STATUS | KEY: QUALITY REVIEW SCORE |
| v = Made AYP | U = Underdeveloped |
| vSH = Made AYP Using Safe Harbor Target | UPF = Underdeveloped with Proficient Features |
| X = Did Not Make AYP | P = Proficient |
| - = Insufficient Number of Students to Determine AYP | WD = Well Developed |
| | NR = Not Reviewed |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

A. Language Allocation Policy Team Composition

| | | | |
|--|--------------------|--|--------------------------------------|
| Network Cluster 304 | District 17 | School Number P.S. 91 | School Name The Albany School |
| Principal Ms. Tessa Alleyne | | Assistant Principal L. Knight | |
| Coach N.A. | | Coach N.A. | |
| Teacher/Subject Area Ms. Brewster: ESL | | Guidance Counselor Ms. Z. Merle | |
| Teacher/Subject Area Ms. D. Williams: Special Education Ms. Wooley: Special Education | | Parent N.A. | |
| Teacher/Subject Area Ms. C. Fraser: General Education | | Parent Coordinator Ms. L. Fernandez | |
| Related Service Provider Ms. E. Goulas Ms. Parkansky Mr. V. Gad | | Other N.A. | |
| Network Leader Ms. Lewis | | Other N.A. | |

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

| | | | | | |
|---|--|--|-------------------------------|--|-------------------------------|
| Number of Certified ESL Teachers | <input type="text" value="1"/> <input type="text" value=""/> | Number of Certified Bilingual Teachers | <input type="text" value=""/> | Number of Certified NLA/Foreign Language Teachers | <input type="text" value=""/> |
| Number of Content Area Teachers with Bilingual Extensions | <input type="text" value=""/> | Number of Special Ed. Teachers with Bilingual Extensions | <input type="text" value=""/> | Number of Teachers of ELLs without ESL/Bilingual Certification | <input type="text" value=""/> |

C. School Demographics

| | | | | | |
|------------------------------------|--|----------------------|---------------------------------|--|--|
| Total Number of Students in School | <input type="text" value="732"/> <input type="text" value=""/> | Total Number of ELLs | <input type="text" value="64"/> | ELLs as Share of Total Student Population (%) 8% | <input type="text" value="8"/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> % |
|------------------------------------|--|----------------------|---------------------------------|--|--|

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Part 11

When a student is admitted to the school, he/she is welcomed by our Pupil Accounting Secretary, Ms. White, and our ESL Certified teacher Ms. Brewster. A Home Language Identification Survey (HLIS) form is completed by the parent. The HILS is evaluated and our ESL teacher conducts an informal interview to determine if the child speaks a language other than English at home. If the HILS indicates that the child speaks a language other than English the student is administered an English proficiency test called the LAB-R (and the Spanish LAB –R if applicable) by the ESL teacher. The performance in this test will determine if the student will be entitled to English Language development support services. Once it is determined that the student is entitled to ESL instruction he/she is annually administered the NYSESLAT exam. The following personnel assist with translation.

Ms. Brewster, Ms. Clement and Ms. Liquis help Spanish speakers to complete all forms and respond to questions.

Ms. Baron, Ms. Pierre, Ms. Woolley and Ms. Hyppolite help the students and parents who speak French Creole.

Dr. Chad helps students and parents who speak Arabic.

Once the exam is graded Ms. Brewster notifies parents of their child’s entitlement status and she plans. Ms Brewster is responsible for administering the LAB – R and the NYSESLAT. In the orientation, parents view the Parent Orientation Video and receive materials about the different programs in their native language. The school uses their bilingual staff Ms. Brewster, Ms. Baron and Ms. Hyppolite to translate for the parents. At the end of the orientation Ms. Brewster collects the Parent Survey and the Program Selection Form, where the parent indicates what program he/she is choosing for his/her child. All forms are collected at the end of this session. Should the parents need more time to make a decision, the parent coordinator,

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|----------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Yiddish | | <input type="text"/> | 0 |
| Other <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | 0 |
| TOTAL | 0 | 0 |

| Dual Language (ELLs/EPs) K-8 | | | | | | | | | | | | | | | | | | | | |
|---------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------|----------|
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | ELL | EP | ELL | EP |
| Spanish | <input type="text"/> | 0 | 0 |
| Chinese | <input type="text"/> | 0 | 0 |
| Russian | <input type="text"/> | 0 | 0 |
| Korean | <input type="text"/> | 0 | 0 |
| Haitian | <input type="text"/> | 0 | 0 |
| French | <input type="text"/> | 0 | 0 |
| Other <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | 0 | 0 |
| TOTAL | 0 | 0 | 0 |

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | | |
|----------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|--|
| | 9 | | 10 | | 11 | | 12 | | TOTAL | | |
| | ELL | EP | |
| Spanish | | <input type="text"/> | |
| Chinese | <input type="text"/> | |
| Russian | <input type="text"/> | |
| Korean | | <input type="text"/> | |
| Haitian | <input type="text"/> | |
| French | <input type="text"/> | |
| Other <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | |
| TOTAL | 0 | |

| | |
|--|---|
| Number of Bilingual students (students fluent in both languages): <input type="text"/> | Number of third language speakers: <input type="text"/> |
| Ethnic breakdown of EPs (Number): | |
| African-American: <input type="text"/> | Asian: <input type="text"/> |
| Native American: <input type="text"/> | White (Non-Hispanic/Latino): <input type="text"/> |
| | Hispanic/Latino: <input type="text"/> |
| | Other: <input type="text"/> |

| Freestanding English as a Second Language |
|---|
| |

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|----------|----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | 2 | 4 | 2 | 7 | 7 | 2 | | | | | | | | 24 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | 2 | 1 | 2 | 0 | 1 | | | | | | | | 6 |
| Haitian | 10 | 3 | 6 | 4 | 5 | 5 | | | | | | | | 33 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other Fulani | | | | | 1 | | | | | | | | | 0 |
| TOTAL | 12 | 9 | 9 | 13 | 13 | 8 | 0 | 64 |

| |
|---|
| <p>How is instruction delivered? Part IV</p> <p>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</p> <p>b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?</p> <p>How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?</p> <p>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</p> <p>Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</p> <p>How do you differentiate instruction for ELL subgroups?</p> <p>a. Describe your instructional plan for SIFE.</p> <p>b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.</p> <p>c. Describe your plan for ELLs receiving service 4 to 6 years.</p> <p>d. Describe your plan for Long-Term ELLs (completed 6 years).</p> <p>e. Describe your plan for ELLs identified as having special needs.</p> |
| <p>Paste response to questions 1-4 here Instruction is delivered through a multiplicity of models which include, Push-in/Pull-out, Collaborative and self contained.</p> <p>The program models include heterogeneously grouped students.</p> <p>The students are divided into groups ranging from 8 to 12 students per group</p> <p>a. The school complies with the NYCCR Part 154 Mandated Number of units of Support for ELLs, Grades K- 8. Therefore, Ell beginners and students with intermediate proficiency receive 360 minutes per week, and those students with advanced proficiency receive 180 minutes per week of ESL instruction, in a freestanding class.</p> <p>In addition, the advanced proficiency students receive 180 minutes per week of English Language Arts.</p> <p>Specific teachers are assigned to service all ELLO students at all times during the instructional day. Each teacher has a schedule and is assigned to a specific number of students. The Extended Day Program provides 37 minutes of instruction. During the regular day program, the students receive instruction according to their level of proficiency.</p> <p>3. P.S. 91 recognizes that there are several modalities in teaching. Students have different learning styles. Some are hands-on learners, some</p> |

are graphic or visual, some are abstract learners. Many of these learning styles are incorporated in the instructional process. Differentiation of instruction also includes enrichment. Peer tutoring and group instruction are also considered. The use of manipulative primarily in mathematics and science is always a consideration. Illustrations in pictures and the infusion of writing daily, are parts of the instructional strategy. Apart from this, the pull-out strategy of instruction is used.

Because the focus is to attain English proficiency, students are encouraged to read books. Class participation to foster language development is also a part of the curriculum. All content areas incorporate reading and writing. There is also provision for speaking as the students are encouraged to make oral presentations, as they are responsible for assignments in Social Studies and in Science. Teachers model the English Language to help enrich language development.

In addition to the language experience approach, the Total Physical Response strategy is also used. Communication skills are developed using hands-on activities, phonics drills, journal writing and other literacy lessons. Students are required to spend time in the listening center to develop listening and speaking skills. Students that require academic intervention participate in the extended day program. Since the students are ELL the thrust is towards providing most of the instruction in English Language. Those students who are proficient receive instruction in English.

4. a. The ELLs with interrupted formal education are provided with the same strategies and skill needed for language acquisition. The multi-sensory approach to learning provides a variety of experiences such as trips, books on tape, stories, vocabulary, and oral presentations. High interest and low readability material are utilized.

b. In order to assist the students to meet the challenges of language proficiency, and to prepare the students for the challenges of the State and the City Tests, the plan fosters English proficiency through the Balanced Literacy approach. Teachers model literacy strategies and then provide guided and independent practice, followed by formal and informal assessment. All students are provided with data-driven instruction based on the assessment results. Teachers utilize the data from a variety of sources including results from portfolios, teacher made tests, self-assessments, ECLAS2, New York State Assessment.

Learning styles and cultural background are considered when providing instruction. Technology is used to provide computer-assisted interactive instruction to enhance language development in the computer lab as well as in the classrooms. K-3 classrooms have been equipped with LEAP Frogs to further enhance language acquisition and language development.

c. When the ELLs reach proficiency level, they are no longer entitled to the ESL services. Additional support is still needed. Therefore, the school allows them to have extended time during testing. The ELLs are also included in the After School Title 111 Program.

On-going assessment tools will also be administered to the ELLs as they transition from one level to the next, by using strategies to create meaning and to stimulate vocabulary, along with writing activities that will build prior knowledge.

The classroom teachers are encouraged to meet with the ESL teacher on a periodic basis to discuss students' progress.

d. Based on the 2009-2010 NYSELAT, some of the long term ELLs are at an advanced level. Students were assessed by their performance, portfolios, class work and test results. We look at the four different modalities and determine the areas of strengths and weaknesses of each student. Most of our long term ELLs are weak in writing due to their lack of vocabulary, comprehension, language syntax, convention and culture.

Our policy for special needs students includes the following.

1. Ensuring that teachers with IEP students are familiar with students specific needs.
2. All services are provided according to IEP mandates.

Collaboration between ESL teacher and IEP contact person.

Some of the special needs students receive academic intervention services in the content areas of mathematics, English Language Arts, Social Studies. In addition, some of the students receive counseling, speech therapy and occupational therapy where this is necessary.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

| ESL instruction for all ELLs as required under CR Part 154 | 360 minutes per week 38 | 360 minutes per week 14 | 180 minutes per week 6 |
|--|-------------------------------|-------------------------------|------------------------------|

| | | | |
|---|-----------------------|-----------------------|----------------------|
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

| | | | |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.
Please note that NLA support is never zero.

| | | | |
|------|-------------------------|--|--|
| | TBE | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Dual Language | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Freestanding ESL | | |
| 100% | Freestanding ESL | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | | | |

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

Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

What new programs or improvements will be considered for the upcoming school year?

What programs/services for ELLs will be discontinued and why?

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

What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

Do required services support, and resources correspond to ELLs' ages and grade levels?

Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

What language electives are offered to ELLs?

Paste response to questions 5-14 here

B. Programming and Scheduling Information:

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

Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Describe your plan for continuing transitional support (2years) for ELLs reaching proficiency on the NYSELAT

7. What new programs or improvements will be considered for the upcoming school year?
The use of the Inquiry Process is implemented to expand the writing skills in grades 3 to 5 with specific focus on elaboration.

The new cooking program called the Cook Shop from the food bank will be used to enhance the language development among the students. This program embraces all the content areas.

8. What programs/services for ELLs will be discontinued and why? NONE

9. How are ELLs afforded equal access to all school programs? Describe after school and

supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs, because they are invited to all school programs alongside all their peers on a daily basis, class trips included.

The Gary Klinsky After School Program starts at 3 p.m. to 6 p.m. from Monday to Friday, and the Title 111 program services students for 2 days weekly from 3 p.m. to 5 p.m.

10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELLs subgroups if necessary)

Instructional material include the use of manipulative such as pattern blocks, dominoes, smart boards and the computer to assist in the math instruction.

The use of the text books such as Everyday Math, Math Advantage and Elements of Math are also used. Supplemental math material is also used at all grade levels.

Instructional material used in the ELA program include, Open Court, Kaplan English Language Arts, Horizon by Harcourt and Brace. The computer and the Smart Board are also used to support the instructional process.

11. How is native language support delivered in each program model (TBE, Dual Language, and ESL)

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

Yes

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

There will be parent orientation before the school year begins. During this time there will be translators present to attend to the language needs of the parents. There are several bilingual teachers in the school who are willing to help with the process.

The parent coordinator will arrange a workshop to help students and parents with their concerns.

14. What language electives are offered to ELLs? None

15. Part V: Assessment Analysis:

Enter the number of ELLs for each test, category and modality.

| |
|---|
| 1. How much time (%) is the target language used for EPs and ELLs in each grade? |
| 2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately? |
| 3. How is language separated for instruction (time, subject, teacher, theme)? |
| 4. What Dual Language model is used (side-by-side, self-contained, other)? |
| 5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)? |

Paste response to questions 1-5 here NA

| |
|--|
| 1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.) |
| 2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? |
| 3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. |

Paste response to questions 1-3 here

2. There will be a Middle School Orientation Meeting /Workshop for parents and students to inform them of the services that are being offered. During the meeting, students and parents will have an opportunity to voice their concerns, and to ask questions. This

Middle School Data is given to the parents who request this information, so that they can be better informed about choice of school. To make the transition to middle school more accommodating, parents who need assistance will be afforded the assistance with language translation and additional explanation and information. In utilizing the 7.5 hours of ELL training for all staff:

3. ESL teacher will provide ESL training, using language Arts and Social Studies to members of staff that need strategies/techniques to help in the instruction of ELLs.

1. Therefore, there are ongoing workshops in assessing needs of the ESL students as all teachers examine data on these students who are in their classes. This data helps the teachers to plan instruction for the students. The workshops in the balanced literacy approach to language acquisition and proficiency is also used, so that the teachers can return to their classes and instruct using some of the strategies.

Workshops on read aloud and the strategies are also conducted by the principal to foster listening and reading skills.

At the monthly meetings, all parents are invited to participate in the Parent Teacher Association. Parents are afforded an opportunity to speak with the school administration, the parent coordinator and any relevant teacher.

D. Professional Development and Support for School Staff:

1. The professional development include the following:

- **Emphasis on writing strategies to motivate students to enjoy writing on a daily basis.**
- **Sensitivity to the different cultures with regard to positive behavior intervention and respect. Celebrate achievement and contributions of the English Language Learners.**
- **On- going professional development using the balanced literacy approach as well as the workshop model; and the understanding of the ESL Standards, and using data from the NYSELAT, Acuity, etc. to drive instruction.**

E. Parental Involvement:

1. Describe parent involvement in your school, including parents of ELLs

There will be a Parent Orientation Meeting at the beginning of the school year.

All parents are invited to participate in the Parent Teacher Association. At the monthly meetings all parents are afforded an opportunity to speak and to voice concerns.

There is also a chance to speak with the school administration, the parent coordinator and any relevant teacher.

P.S. 91 will provide meetings for parents focused on instructional issues, such as assessment, standards, promotional policies and strategies for them to support their children's academic progress.

2. The school partners with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

The Gary Klinsky After School Program is a non-profit organization that provides academic support to the school. All students in grades K to 5 are welcome to attend. The parent coordinator, Ms. Fernandez provides the workshops for the parents.

3. The needs of the parents are evaluated in a variety of ways. Many of the students are coming from single family homes. Some of the parents are very young too. They come from low income family homes. These are indicators on the cumulative records of the students. Some of the concerns that the parents want to be addressed are also indicators.

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

Our school value and support parental involvement especially related to the parents of ELL students. Our ELL families are invited to all school events and are especially invited to attend our ELL information session, and to visit the classroom.

We plan and conduct parental engagement activities related to ARIS, literacy and parenting to attract the ELL families.

1. Describe parent involvement in your school, including parents of ELLs

There will be a Parent Orientation Meeting at the beginning of the school year.

All parents are invited to participate in the Parent Teacher Association. At the monthly meetings all parents are afforded an opportunity to speak and to voice concerns.

There is also a chance to speak with the school administration, the parent coordinator and any relevant teacher.

P.S. 91 will provide meetings for parents focused on instructional issues, such as assessment, standards, promotional policies and strategies for them to support their children's academic progress.

2. The school partners with other agencies or Community Based

Organization to provide workshops or services to ELL parents?

The Gary Klinsky After School Program is a non-profit organization that provides academic support to the school. All students in grades K to 5 are welcome to attend.

| | | | | | | | | | | | | | | |
|---------------------|----------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | A | <input type="text"/> |
| | P | <input type="text"/> |
| READING/ WRITING | B | <input type="text"/> |
| | I | <input type="text"/> |
| | A | <input type="text"/> |
| | P | <input type="text"/> |

| NYS ELA | | | | | |
|----------------------------|----------------------|----------------------|----------------------|----------------------|-------|
| Grade | English | NL | English | NL | Total |
| 3 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | 0 |
| 4 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | 0 |
| 5 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | 0 |
| 6 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | 0 |
| 7 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | 0 |
| 8 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | 0 |
| NYSAA Bilingual Special Ed | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | 0 |

| NYS Math | | | | | | | | | |
|----------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-------|
| Grade | English | | NL | | English | | NL | | Total |
| 3 | <input type="text"/> | 0 |
| 4 | <input type="text"/> | 0 |
| 5 | <input type="text"/> | 0 |
| 6 | <input type="text"/> | 0 |
| 7 | <input type="text"/> | 0 |
| 8 | <input type="text"/> | 0 |
| NYSAA Bilingual Special Ed | <input type="text"/> | 0 |

| NYS Science | | | | | | | | | |
|----------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-------|
| Grade | English | | NL | | English | | NL | | Total |
| 4 | <input type="text"/> | 0 |
| 8 | <input type="text"/> | 0 |
| NYSAA Bilingual Special Ed | <input type="text"/> | 0 |

| NYS Social Studies | | | | | | | | | |
|--------------------|---------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-------|
| Grade | English | | NL | | English | | NL | | Total |
| 5 | NA | <input type="text"/> | 0 |

| NYS Social Studies | | | | | | | | | |
|----------------------------------|---------|-----|---------|-----|---------|-----|---------|-----|---|
| | | | | | | | | | |
| | English | NL | English | NL | English | NL | English | NL | |
| 8 | NA | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | 0 |
| NYSAA Bilingual Special Ed | NA | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | 0 |

| New York State Regents Exam | | | | |
|---------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | NA□□□ | □□□ | □□□ | □□□ |
| Math <u>□□□□</u> | □□□ | □□□ | □□□ | □□□ |
| Math <u>□□□□</u> | □□□ | □□□ | □□□ | □□□ |
| Biology | NA□□□ | □□□ | □□□ | □□□ |
| Chemistry | □□□ | □□□ | □□□ | □□□ |
| Earth Science | □□□ | □□□ | □□□ | □□□ |
| Living Environment | □□□ | □□□ | □□□ | □□□ |
| Physics | □□□ | □□□ | □□□ | □□□ |
| Global History and Geography | NA□□□ | □□□ | □□□ | □□□ |
| US History and Government | □□□ | □□□ | □□□ | □□□ |
| Foreign Language | □□□ | □□□ | □□□ | □□□ |
| Other <u>□□□□</u> | □□□ | □□□ | □□□ | □□□ |
| Other <u>□□□□</u> | □□□ | □□□ | □□□ | □□□ |
| NYSAA ELA | NA□□□ | □□□ | □□□ | □□□ |
| NYSAA Mathematics | NA□□□ | □□□ | □□□ | □□□ |
| NYSAA Social Studies | □□□ | □□□ | □□□ | □□□ |
| NYSAA Science | □□□ | □□□ | □□□ | □□□ |

| Native Language Tests | | | | | | | | |
|----------------------------|-----------------------|------------------------|------------------------|------------------------|-----------------------|------------------------|------------------------|------------------------|
| | | | | | | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | □□□NA | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ |
| Chinese Reading Test | □□□NA | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ |

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English

For Example: Math scores range from level 1 to 4

ELA scores range from level 1 to 4

Fountas and Pinnell is the indicator of the reading levels of the students. Here is where it is possible to assess the reading and comprehension progress of the students.

2. The range of scores in the NYSELAT indicates that most of the students are in the beginning and the intermediate level. 16 students are at the advanced level, 22 intermediate and 26 students are at the beginning level.
3. There are 13 students in the third grade that are ESL. There are 12 students in the fourth grade and 7 students in fifth grade.

4 a. The range of scores in the State Tests pertaining to grade level indicates: Non ELL scores range from level 1 to level 4. Embracing grades 3 to 5. The ELL students attained a range of 1 to 4. At least one ELL student achieved a level 4 in Math.

- b. The results are used to plan instruction. During the professional development period, teachers examine data and decide on a plan of action that will help to improve tests scores among the students. This preparation includes, increase in reading periods, library periods for silent reading, more intensive and extensive practice in reading and comprehension, infusion of teaching strategies that will assist in the language development, careful monitoring of the tests results to compile the data that will help to drive the instruction, more small group instruction and a greater degree of communication with the parents to help with homework and extra assignment monitoring.
- c. Some of the strategies or approaches require hands-on, visual, auditory and a constant practice. Reading and writing being the deficiencies hence the reason for the low scores in the assessments. The focus is to concentrate on strategies that were earlier mentioned in order to achieve language development.

3. Patterns across NYSELAT modalities affect instructional decisions to a great extent. ELL students are afforded extended time for each State or Regional test. Differentiated instruction is conducted in such a manner as to facilitate the learning styles of the students, but more so to focus on smaller quantities of instruction within the time allotted. There is greater emphasis placed on literacy, because reading affects all the content areas. Some individualized or small group instruction is considered for students who would benefit from it. Extended Instructional Services is a program that begins at 8:00 a.m. and ends at 8:40 a.m. ELL students are advised to attend.

5. There is no dual language program in the school.

6 Success is measured in a number of ways.

- Test results, for example a grade level score that is considered proficient according to the State levels of the Non-ELL students is considered as a success. Reading, comprehension, writing and speaking are all parts of the Assessment.
- Speaking and writing proficiency where the students achieve a level of speech for communication and for the ability to write Standard English is also an indicator of success.

Additional Information

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

Paste additional information here

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|------------------|--------------------------|-----------|-----------------|
| Ms. T. Alleyne | Principal | | □□□□ |
| Mr. L. Knight | Assistant Principal | | □□□□ |
| Ms. L. Fernandez | Parent Coordinator | | □□□□ |
| Ms. E. Brewster | ESL Teacher | | □□□□ |
| | Parent | | □□□□ |
| Ms. C. Fraser | Teacher/Subject Area | | □□□□ |
| Ms. D. Williams | Teacher/Subject Area | | □□□□ |
| Ms. D. Parkansky | Related Service Provider | | □□□□ |
| | Coach | | □□□□ |
| Ms. Z. Merle | Guidance Counselor | | □□□□ |
| Ms. Lewis | Network Leader | | □□□□ |

| | | | |
|-------------------|--------------------------|--|------|
| Ms. C. Hoyte | IEP Teacher | | □□□□ |
| Ms. E. Goulas□□□□ | Service Provider □□□□ | | □□□□ |
| Mr. V. Gad□□□□ | Related Service Provider | | □□□□ |

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES (17K091)

| | Title I | Title I ARRA | Total |
|---|---------------|-----------------|-------|
| 1. Enter the anticipated Title I Allocation for 2010-11: | \$997,694 | 5, 188 | 0 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$ 9, 976 | | |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$ 49, 884.00 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$99, 769 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

DRAFT

Parent Involvement Policy

P.S. 91 Title 1 Parent Involvement Policy

It is important that families and schools work together to help students achieve high academic standards, through a process that includes teachers, families, students, and, community

representatives. The following are agreed upon roles and responsibilities that we as partners, will carry out to support student success in school, and life.

P.S. 91 will support parents and families of Title 1 students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g. literacy, math, and use of technology).
2. Ensuring that the core curriculum taught is within State Standards, and that children are assessed and pushed to their maximum potential.
3. 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.
4. Fostering a caring and effective home school to ensure that parents can effectively support and monitor their child's progress.
5. Providing assistance to parents in understanding City, State, and Federal standards and assessments.
6. Sharing information about school and parent related programs, meetings, and other activities in a format, and language that parents can understand.
7. Providing professional development opportunities for school staff with the assistance of parents, to improve outreach, communications skills, and cultural competency; thereby, building stronger ties between parents, and other members of our school community.

Increase and improve parent involvement and school quality by:

1. Actively involving and engaging parents in the planning, review and evaluation of the effectiveness of the school's Title 1 program, as outlined in the Comprehensive Educational Plan (CEP), including the implementation of the school's Title 1 Parent Involvement Policy, and Parent Compact.
2. Engage parents in discussion and decisions regarding the required Title 1 set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy, and parenting skills.
3. Support school level committees that include parents who are members of the School Leadership Team, the Parent Association, and, Title 1 Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
4. Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide workshops based on the assessed needs of the parents of children who attend our school, and will work to ensure that our school environment is welcoming and inviting to all parents.

5. Schedule parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational programs, and other initiatives of the Chancellor and allow parents to provide suggestions.

Encourage further school-level parental involvement by:

1. Holding an annual Title 1 Parent Conference on or before December 1 of each year, to advise parents of the school's Title 1 funded programs, their right to be involved in the program, and the parent involvement requirements under the No Child Left Behind Act (NCLB).
2. Encouraging meaningful parent participation on School Leadership Teams, Parent Associations, and Title 1 Parent Advisory Council.
3. Encouraging more parents to become trained school volunteers.
4. Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.

**This Parent Involvement Policy was distributed for review by-----
--- on-----**

This Parent Involvement Policy was updated on-----

The final version of this document will be distributed to the school community on-----, and will be available on file in the Parent Coordinator's office.

2. Parent Compact

P.S. 91 Title 1 Parent Compact

P.S. 91 staff and the parents of students participating in activities and programs funded by Title 1, agree that this Compact outlines how parents, the entire school staff, and students will share responsibility for improved academic achievement, and the means by which a school-parent partnership will be developed, to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet State's Standard student academic achievement.
- Respecting cultural, racial and ethnic differences.
- Ensuring that attendance, medical records and parent contact information are updated as received.
- Providing instructions by highly qualified teachers, and when this does not occur, notifying parents as required by the No Child Left Behind Act (NCLB).
- Conducting parent-teacher conferences each semester during which, the individual child's assessment will be discussed, as well as how this Compact is related.
- Convening an annual Title 1 Parent Conference on or before December 1 of each year, to advise parents of the school's Title 1 status and funded programs, and their right to be involved.
- Sharing information about school and parent related programs, meetings, and other activities in a format, and language that parents can understand.
- Providing professional development opportunities for school staff with the assistance of parents, to improve outreach, communications skills, and cultural competency; thereby, building stronger ties between parents, and other members of our school community.
- Involving parents in the planning process to review, evaluate, and improve the existing Title 1 programs, Parent Involvement Policy, and this Compact.
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities
- Notifying parents of the procedures to arrange an appointment with their child's teacher
- Ensuring that the Title 1 funds allocated for parent involvement, are utilized to implement activities as described in this Compact and the Parent Involvement Policy.
- Assisting parents in understanding academic achievement standards assessment, 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).
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title 1 requirement for Elementary Secondary Education (ESEA) and Title1 programs.

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.
- Set limits to the amount of time my child watches television or plays video games.
- 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. I will also:
 - Communicate with my child's teacher about educational needs, and stay informed about their education, by prompting reading and responding to all notices 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.
 - Take part in the school's Parent Association or Parent-Teacher Association, or serve to the extent possible on advisory groups.
 - Share responsibilities for the improved academic achievement of my child.

Student Responsibilities:

- Attend school regularly and arrive on time.
- Complete my homework and submit all assignments on time.
- Comply with all school rules, and be responsible for my actions.
- Show respect for people, other property, and myself.
- Try to resolve disagreements or conflicts peacefully.
- Always try my best to learn.

**This Parent Involvement Policy was distributed for review by-----
 ---- on-----**

This Parent Compact was updated on-----

The final version of this document will be distributed to the school community on _____, and will be available on file in the Parent Coordinator's office.

Signatures:

| | _____ | _____ | _____ |
|----|---------------|----------------|----------------|
| | School | Parents | Student |
| 1. | _____ | _____ | |
| | _____ | _____ | |
| | Date | Date | Date |

(Please note that signatures are not required)

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Academic information on students is gathered from NYSTART, ARIS, ATS, ECLAS, Running Records, interim assessments, conference notes and the yearly Progress Reports. All staff members are required to have data binders with student information. Teachers use information to tailor instruction to meet the needs of the students. This is done through small group/guided groups, differentiated lessons and workshop model teaching. Teachers meet with principal to discuss information in data binders and plan next steps for students.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Small group instruction with goal setting based on formal and informal assessment. We provide AIS for children not meeting proficient or advanced levels in the NYSESLAT and other state tests.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Our grades 3-5 students are involved in early morning instruction three days a week. The focus is Elaboration in Writing. This is done through the collaborative inquiry process. During the school day the workshop model teaching is incorporated where the teachers act as facilitators and students take responsibility for their learning. Students constantly work on tasks with groups or with partners. Science is done through inquiry based learning. Students in grades 3-5 who do not meet proficiency levels in the NY State Math and ELA tests will be mandated to attend summer school.

- o Help provide an enriched and accelerated curriculum.

Strategies implemented include but are not limited to; small group instruction, extended day classes two times a week for our ESL students, Kaplan test Prep materials and other test sophistication materials. Teachers will implement games through the math curriculum. Through differentiated class work, homework and projects each level of students, including our high functioning students will be given instruction to meet their needs.

- o Meet the educational needs of historically underserved populations.

We will provide enriched program through integrated lessons, and project-based learning in the classroom. Depending on funding other activities can include, Chess-In-The-Schools, Cook shop, the LEAP program, The Move to Improve program and our financial afterschool literacy program.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Under-served populations' needs are met through AIS services and AIS team monitoring instruction given. Pupil Personnel Team aids in ensuring adequate supports and differentiation is given to the students. Push-in/pull out instruction will be given to our ELL students.

Programs to address low achieving students are:

- **Wilson Reading Program**
- **Foundations**
- **AIS**
- **Academic and behavioral plans created by PPT**
- **Mandated and enrichment extended day classes**
- **Small group instruction provided by teachers during their professional periods**
- **Afterschool ESL Program**

- o Are consistent with and are designed to implement State and local improvement, if any.

Designed to improve the academic progress underperforming students, ELL's and children with Special needs.

- 3 Instruction by highly qualified staff.
Highly qualified staff provides instruction through the content areas and in Art, Science, and Technology.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional Development is offered to the teachers who come to the school. Staff members are also sent on professional development provided by the DOE. This information is then turn keyed within the grades. Administrative staff takes part of CSA's ELI workshops for supervisors and workshops given by the Leadership Academy and our CFN. All information is facilitated to all staff members during monthly Faculty and Grade Conferences. Our CFN will provide ongoing professional development for staff both onsite and offsite, during the school day and after school. There will be intra and inter visitation by staff to observe best practices.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Highly qualified teachers are screened by all administrative staff. Extensive interviewing sessions are conducted by a team and candidates are asked to execute a lesson which is later debriefed by the team and the candidate.

6. Strategies to increase parental involvement through means such as family literacy services.

Parental involvement is attained through the work done with the Parent Coordinator and the PTA. Workshops to inform parents of academic requirements and regulations are done regularly. Information is sent home regarding curriculum activities in the school. Parents are also invited frequent conversations with classrooms teachers. Evening family activities to promote Math, Literacy, Science and the Arts are also carried through. Through the monthly "Coffee with the Principal", parents get to dialogue with every aspect of the school including safety, discipline and instruction.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Most children from our preschool attend our elementary program; however, class visits and parent orientations take place every spring to aid in the transition. Visits will be made to day care centers nearby where a member of staff will speak about transition in our pre-K and Kindergarten.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers have grade liaisons administrators and members of the data team to help in making decisions that impact assessment and instruction. Staff will focus on goal setting and develop curriculum maps to match work to school goals and improve academic achievement.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students experiencing difficulty are monitored through tiered AIS services with the classroom teacher and/or another teacher in the school. Students are discussed in weekly AIS meetings and later referred to PPT if the academic intervention is not showing progress. The PPT, in conjunction with teachers and parents, creates academic and behavioral plans that are regularly monitored

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school will utilize a violence prevention programs and other programs to help parents and students.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent

and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e., Federal, State, or Local) | Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program | | | Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts) | Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan. | |
|-----------------------|--|--|----|-----|--|---|---------------------|
| | | Yes | No | N/A | | | |
| Title 1 | Federal | X | | | \$5,188 | X | 45-48, 17-22, 26-28 |
| ARRA SWP | | X | | | \$997,699 | X | 45-48, 17-22, 26-28 |
| Title 1 SWP | Federal | | | | | | |
| Title 1 | | | | | | | |
| Title 1 – Translation | Federal | X | | | 1,696 | X | |
| | Federal | X | | | 37, 663 | X | 37-38 |
| Title 11A | | | | | | | |
| Title 111 | Federal | X | | | 15,000 | X | 47-49 |
| | | | | | | | 35-37 |

¹ **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.