



PUBLIC SCHOOL 91

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 10X0 91
ADDRESS: 2200 AQUEDUCT AVENUE
TELEPHONE: 718-584-5805
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10X091 **SCHOOL NAME:** Public School 91

SCHOOL ADDRESS: 220 Aqueduct Avenue

SCHOOL TELEPHONE: 718-584-5805 **FAX:** 718-5847495

SCHOOL CONTACT PERSON: Meridith Nasjletti **EMAIL ADDRESS:** mstruhlnasjlett@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Maria Lopez

PRINCIPAL: Meridith Nasjletti

UFT CHAPTER LEADER: Maria Lopez

PARENTS' ASSOCIATION PRESIDENT: Tre'Lisa Ashley

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** 109

NETWORK LEADER: Maria Quail

SUPERINTENDENT: Sonia Menendez

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
Meridith Nasjletti	*Principal or Designee	
Maria Lopez	*UFT Chapter Chairperson or Designee	
Tre'Lisa Ashley	*PA/PTA President or Designated Co-President	
Tre'Lisa Ashley	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Celeste Olivo	Member/Teacher	
Dina Mc Shall	Member/Parent	
Tanya Rivers	Member/Parent	
Anne Jackson	Member/Parent	
Howard Haskins	Member/Paraprofessional	
Eula Jones	Member/Paraprofessional	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

At Public School 91 we never lose sight of our mission to serve community. We take pride in the professionalism of our staff that holds themselves to the highest standards of Teaching and Learning. Our most important value is growth and the knowledge that with hard work, all of our students can achieve success in school and in life.

The 2009-2010 school year was a year of progress which was indicated on our 2009-10 school progress report card. Our overall grade was a "B" and our overall score was 53.3% which means our school did better than 65% of all elementary schools citywide. Furthermore, in order to receive an "A" we needed 58.5%. It was also a year in which our median growth percentile for ELA was 78% and for our lowest third 83%. The median growth percentile in Math was 68% and our lowest third was 71%. In addition, all students made AYP in ELA, Math and Science. This progress is a tribute to the entire learning organization, the professionalism of the teaching staff, raised expectations for all and an educational plan that scaffolds instruction for our neediest students while enriching learning for all.

In 2011 we strive to continue to raise achievement for all through a balanced program that focuses on the multiple intelligences of children, a strong efficacy program that says all students can attain high academic achievement and a rigorous academic program that puts students at the center of the learning process.

State of the Art equipment can be found in throughout the school. Smartboards, data cameras and software and web based programs enable teachers to tap into the strengths of students growing up in the media age. New Informational technologies are used to both enrich and assist students.

Extended time and guided instruction target student needs and interests. A 4th grade Math team composed of students who achieved high level 2's and 3's on the NYS Math exam will seek to apply their skills in long term projects that will bridge math and science curriculum as well as perform in internal and local competitions. A 4th grade Literacy team who achieved high level 2's and 3's will also work towards sharpening their skills and strategies to support academic achievement. We will try to expand these programs as well as the homework helping center with parent involvement this year. In addition, we hope to have funding to run an arts and physical education program this winter.

The Parks Department will begin renovations to transform our school playground to a community park complete with playing fields, an outdoors arena for arts performances and a climbing gym for toddlers open to the public for extended hours. Many of our local arts and other community organizations have been informed of our intentions to grow as a community arena.

Our Vision at P.S. 91 is to be a "Community of Learners" where each and every member is actively involved in the educational process. Our goal is to have all teachers, parents, and administrators working together to empower every student with the academic skills needed to be productive members of society. Our motto is **Together Everyone Achieves More.**

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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. 91				
District:	10	DBN #:	10X091	School BEDS Code:	321000010091

DEMOGRAPHICS									
Grades Served in 2009-10:	<input 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*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		90.3	91.1	TBD		
Kindergarten	123	110	117						
Grade 1	146	140	104	Student Stability: % of Enrollment					
Grade 2	133	149	135	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	126	129	138		90.0	88.5	TBD		
Grade 4	115	121	120						
Grade 5	117	110	112	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		87.5	87.5	92.7		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		16	38	TBD		
Grade 12	0	0	0						
Ungraded	4	7	5	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	764	766	731		18	20	15		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	54	61	58						
No. in Collaborative Team Teaching (CTT) Classes	11	25	23	Principal Suspensions	11	4	TBD		
Number all others	41	34	28	Superintendent Suspensions	6	0	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	57	80	93	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	189	151	142	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	3	6	40	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	66	63	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	15	17	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	4	TBD
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.6	0.3	0.5	Percent more than two years teaching in this school	68.2	74.6	TBD
Black or African American	20.8	20.1	19.6	Percent more than five years teaching anywhere	54.5	58.7	TBD
Hispanic or Latino	72.0	72.5	71.8				
Asian or Native Hawaiian/Other Pacific Isl.	5.6	5.2	5.3	Percent Masters Degree or higher	88.0	86.0	TBD
White	0.9	1.0	1.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.1	92.0	TBD
Multi-racial							
Male	53.8	53.0	52.7				
Female	46.2	47.0	47.3				

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:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓	-				
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Other Groups							
Students with Disabilities	✓ s h	✓	-				
Limited English Proficient	✓	✓					
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	6	6	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	✓
Overall Score	92.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	8.3	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	17.8	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	✓
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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 school's 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?
-

Overall Trends:

NYC Progress Report

School received a B on the 2009 – 2010 Report card which placed the school in the top 60%.
In 2008-2009 the school received an A which placed the school in the top 88% of elementary schools.
In 2007-2008 the school received a C.

The trend is positive when the changes in the way the report card grades are calculated.

Performance on the New York State ELA and Math Assessments

ELA

In 2007-2008 49% of students scored at Levels 3 and 4 in ELA.
In 2008-2009 55% of students scored at Levels 3 and 4 in ELA.
In 2009-2010 (If the state had not changed the scoring) 68% of students would have scored at Levels 3 & 4 in ELA.

This trend is extremely encouraging.

Math

In 2007-2008 79% of students scored at Levels 3 and 4 in Math.
In 2008-2009 86% of students scored at Levels 3 and 4 in Math.
In 2009-2010 (If the state had not changed the scoring) 82% of students would have scored at Levels 3 & 4 in Math.

Given the additional standards assessed in 2010, the drop in Math scores while unsettling is not alarming. It is clear however that the gains made on the ELA assessments were not mirrored on the Math.

During the 2009-2010 school year, we did not have a Quality Review however, the Quality Review from 2008-2009 identified the following strong features that we are continuing to develop:

- ✓ The school has developed a professional learning community that supports student achievement.
- ✓ Differentiated instruction is embedded in classroom practice throughout the school.
- ✓ The principal makes organizational decisions to support students' achievement which aides in setting learning goals for all students.
- ✓ As a result of last year's inquiry team work the early grades are increasing the depth and rigor of their work to strengthen skills in that area school wide.
- ✓ The school is working successfully to build more parent involvement by planning student celebrations around attendance and academic improvements
- ✓ There is a good interrelationship between subjects with cross curriculum content making learning meaningful and enjoyable

During the 2009-2010 school year, we did not have a Quality Review however, the Quality Review from 2008-2009 made the following recommendations that we continue to develop:

- Synthesize the wide range of student information held by the school into a common format that makes it accessible to all stakeholders
- Set clear timeframes for interim, short-term learning steps for all students and involve students more active in self- assessment.
- Plan regular check points where clearly measurable success criteria are evaluated to ensure that school is making progress toward the achievement of priority goals
- Devise ways to measure the impact of professional development on the achievement of whole-school goals and set individual teacher targets.

Barriers:

- ✓ Reduction in funding for after school programs

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.

School Goals

- I. To raise the median student performance level while continuing to close the achievement gap of high needs of student populations such as, ELLs and Special Education students on the 2010-2011 New York State ELA.
 - ✓ 3% increase in the percentage of 4th and 5th grade ELL students who make gains of at least half a performance level on the 2011 ELA
 - ✓ 3% increase in the percentage of 4th and 5th grade Special Education students who make gains of at least half a performance level on the 2011 ELA

- II. To raise the median student performance level while continuing to close the achievement gap of high needs to student population such as ELLS and Special Education on the 2010-2011 New York State Math.
 - ✓ 3% increase in the percentage of 4th and 5th grade ELL students who make gains of at least half a performance level on the 2011 NYS MATH
 - ✓ 3% increase in the percentage of 4th and 5th grade Special Education students who make gains of at least half a performance level on the 2011 NYS MATH

- III. To improve parental participation at our monthly functions to at least 10% of our student population in order to develop a stronger home school connection.
 - ✓ Increase of 8% in the participation of parents measured by the parent portion of the environmental survey administered in March 2011.

- IV. To improve the school environment in area of communication.
 - ✓ Increase of 8% in the overall communication as measured by the teacher portion of the environmental survey administered in March 2011.

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 (where relevant): I. English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To raise the median student performance level while continuing to close the achievement gap of high needs of student populations such as, Ells and Special Education students on the 2010-2011 New York State ELA.</p> <p>3% increase in the percentage of 4th and 5th grade ELL students who make gains of at least half a performance level on the 2011 ELA</p> <p>3% increase in the percentage of 4th and 5th grade Special Education students who make gains of at least half a performance level on the 2011 ELA</p>
<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>	<p>September 2010-June 2011</p> <p>Classroom teachers will continue to use the workshop model in literacy where students receive guided reading and writing instruction five times weekly for at least 20 minutes each session.</p> <p>Provide consistent professional development support in literacy for all classroom teachers 3-5; teachers meet with TC staff developer as well as coaches and lead teachers to continue to develop curriculum maps, units of study, analyze student work and create differentiated groups to determine student needs.</p> <p>Provide professional development on ESL methodologies to classroom teachers</p> <p>Schedule two periods of mandated push in ESL provided by licensed ESL teacher.</p> <p>All students in grades 3- 5 will have running records administered three to six times this year. We are working with</p> <p>Teacher’s College to improve students’ reading fluency. In Book 1 of the ELA, students will have to answer more questions and will have less time per question. We will be pushing students reading levels this year to ensure that 60% of students in grades three to five are reading on or above level.</p>

	<p>Administer three ELA Simulations based on the 2011 test formats, two school created ITA's and one Predictor ELL and IEP students in fourth and fifth grade will have a median adjusted growth proficiency rating which will be reflected in the above stated 3% growth.</p> <p>Introduce a writing program and tracking system that will assess ELL and IEP students over the course of the year.</p> <p>Through Professional Development we will align the current NY State Standards to the new expectations for the latest assessment program.</p> <p>Teacher's College Benchmark Assessment System will be used to assess all students' literacy competencies after each unit of study.</p> <p>Data will be collected, analyzed and discussed at grade level meetings to determine reading goals and learning needs for all students.</p> <p>Conference notes and student feedback will provide next steps for individual learners</p> <p>Established literacy and grade level teams will align the standards to curriculum planning which will match school needs and student mastery.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Funding Sources: Contract for Excellence, Title 1 ARRA SWP, Title 3 LEP, Title 1 SWP, Tax Levy CF Initiative, Tax Levy Fair Student Funding, Tax Levy CF ESO Support</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ Fontas and Pinnell Levels ➤ Interim Writing Assessments Sept, ➤ Words Their Way Spelling Assessments ➤ 2 ELA Simulations: October, February 2011 ➤ Measurable Objectives specified by Data Team Goals ➤ Teacher Made Assessments: Class at a Glance Documents and teacher conference notes ➤ Data meetings will be held with the principal three times a year ➤ All documentation of professional development will be maintained in the main office

Subject/Area (where relevant): II. Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To raise the median student performance level while continuing to close the achievement gap of high needs to student population such as ELLS and Special Education on the 2010-2011 New York State Math. 3% increase in the percentage of 4th and 5th grade ELL students who make gains of at least half a performance level on the 2011 NYS MATH</p> <p>3% increase in the percentage of 4th and 5th grade Special Education students who make gains of at least half a performance level on the 2011 NYS MATH</p>
<p>Action Plan</p>	<p>Classroom teachers will continue to use the workshop model in mathematics where students receive guided math instruction five times weekly for at least 20 minutes each session.</p> <p>Provide consistent professional development support in mathematics for all classroom teachers K-5; teachers meet with math coach/ lead teacher and math committee to continue to develop curriculum maps, units of study, analyze student work and assessments, as well as create differentiated lesson plans and math centers. Provide professional development on ESL methodologies to classroom teachers.</p> <p>Schedule two periods of mandated push in ESL provided by licensed ESL teacher.</p> <p>Use data to determine the areas in which teachers need development to best support their students.</p> <p>Administer two Math Simulations based on the 2011 test formats, two school created ITA's and one Predictor. ELL and IEP students in fourth and fifth grade will have a median adjusted growth proficiency rating will be reflected in the above stated 3% growth.</p> <p>Established teams will align the standards to curriculum planning which will match school needs and student mastery. Math assessments will be used to evaluate student's math competencies during 3the following assessments periods: at the end of each unit. All assessment data will be reviewed, analyzed and used to differentiate instruction according to student needs,</p> <p>Writing in math will be encouraged daily in class as well as for homework</p> <p>Data will be collected, analyzed and discussed at grade level meetings to determine math goals and learning needs for all students.</p> <p>Introduce a tracking system that will assess ELL and IEP students over the course of the year</p>

	<p>Conference notes and student feedback will provide next steps for individual learners</p> <p>Established teams will align the standards to curriculum planning which will match school needs and student mastery.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training,</p>	<p>Funding Sources: Contract for Excellence, Title 1 ARRA SWP, Title 3 LEP, Title 1 SWP, Tax Levy CF Initiative, Tax Levy Fair Student Funding, Tax Levy CF ESO Support</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ Interim Assessments ➤ 2 Math simulations ➤ Progress monitoring through the use will be monitored periodically ➤ Data meetings will be held with the principal three times a year ➤ All documentation of professional development will be maintained in the main office ➤ Measurable Objectives specified by Data Team Goals ➤ Teacher Made Assessments: Class at a Glance Documents and teacher conference notes ➤ Math Predictor by the City ➤ 2010 NYS MATH

Subject/Area (where relevant): III. Parental Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve parental participation at our monthly functions to at least 10% of our student population in order to develop a stronger home school connection.</p> <p>. Increase of 8% in the participation of parents measured by the parent portion of the environmental survey administered in March 2011</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s);</i></p>	<p>September 2010 to June 2011</p> <p>Host monthly workshops with parents providing strategies on effective methods for assisting their students with homework and other school activities.</p> <p>Provide opportunities and incentives for parents to attend their school to support the parent- home connection.</p>

<p><i>responsible staff members; and implementation timelines.</i></p>	<p>Assess parent’s needs and interests in various school activities through surveys.</p> <p>Invite parents to “Meet and Greets” as well as Publishing Celebrations.</p> <p>Inform parents about new school initiatives.</p> <p>Attendance sheets will be collected at the end of each parent activity; signatures will be counted on a monthly basis.</p> <p>Evaluation and attendance sheets will be used to determine the number of participants and reflection sheets will be collected to help assess parents’ interests and needs.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training,</p>	<p>Title 1 ARRA SWP, Title 3 LEP, Title 1 SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ➤ Parent Attendance Reports ➤ Community Participation Rates at monthly offerings such as student celebrations, parent teacher meetings, celebrations of excellence in progress, parent workshops, PTA and Parent Coordinator Events ➤ 2011 School Environmental Survey

Subject/Area (where relevant): IV. Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the school environment in area of communication.</p> <p>Increase of 8% in the overall communication as measured by the teacher portion of the environmental survey administered in March2011.</p>
<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>	<p>Conduct bi- weekly grade leader meetings to openly discuss school issues, student and teacher needs and information will be disseminated to all teachers through e-mail.</p> <p>Conduct bi-weekly math and literacy committee meetings to discuss curriculum, data differentiation of instruction, conferencing, professional development opportunities, homework, feedback and next steps.</p> <p>Principal will provide communication to staff through e-mail.</p> <p>Teachers reflection and voice is respected and evident throughout school community</p> <p>Celebrating best teaching practices evidenced by participation in lab sites. Turn- keying Professional Development, as well as committee member planning and group discussion.</p> <p>Using data to identify and celebrate “Superstar” teachers who are achieving success moving students.</p> <p>Identify teachers with demonstrated success and place them in positions of leadership</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training,</p>	<p>Title 1 ARRA SWP, Title 3 LEP, Title 1 SWP, Tax Levy CF Initiative, Tax Levy Fair Student Funding, Tax Levy</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Increase of communication through grade leader meetings, committee meetings, consultation meetings and weekly memos to staff. Highlighting best teaching practices in the classrooms. Quick Feedback and Solutions to problems that arise. Increased satisfaction on teacher surveys by 5% as measured by NYC Progress Report Improved teacher attendance rates by 5% as measured by NYS Report Card Improved and more positive school environment
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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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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	0	0	N/A	N/A	5	3	2	9
1	88	92	N/A	N/A	5	1	2	10
2	79	74	N/A	N/A	8	7	1	7
3	62	57	N/A	N/A	5	1	2	19
4	49	30	25	25	10	2	2	14
5	43	25	25	25	9	3	2	8
6								
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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. 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:	Guided Reading Instruction, Teacher's College Literacy Program, Skills and Strategy Focus Books, Avenues for our second language learner population Native Speaking Push in for ESL classes to introduce new concepts and begin accountable talk in native language (Spanish) during Literacy Block. Whole class and one to one as needed for newly admitted Bilingual students. Wilson push-in once a day for grade 5, Special Ed three days a week. Head Sprouts and Reading A-Z Online. Technology Programs in each class as a center five days a week in grades K-3. Reduced class size in AIS, Class Conferencing and Goals setting that is specific to the child's needs
Mathematics:	Guided Math Groups in AIS one period a day grade K-5. Understanding Math (3-5) and Number and Numeration (K-2) Technology Support for all grades. Reduced Class size in AIS. Conferencing and Goals setting that is specific to the child's needs.
Science:	Small Group Investigations with groups no larger than 5 that compliment instruction in math and literacy. One to one conferring with goal setting that is specific to the child's needs.
Social Studies:	Small Group Investigations with groups no larger than 5 that compliment instruction in math and literacy. One to one conferring with goal setting that is specific to the child's needs.
At-risk Services Provided by the Guidance Counselor:	Intervention for students/parents and teachers when students experience difficulty in and out of the classroom (resources); Group and one to one emotional support geared towards building team-work, confidence, critical thinking and self-evaluation through positive reinforcement.
At-risk Services Provided by the School Psychologist:	There is no mandated IEP counseling for the school psychologist at present time. Consultation with teachers pertaining at risk children, and informal and formal classroom observations are being executed on a daily basis
At-risk Services Provided by the Social Worker:	Individual and small (up to 5) group counseling during the school day

At-risk Health-related Services:

Asthma Clinic to teach children how to keep themselves healthy by the School Nurse once a year.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy 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. See 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) K-5 Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____ Paras Professionals _____

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.

All ELLS will be targeted for school programs that support language development and high academic achievement in Language Arts, Math and Science. Students will be grouped by specific needs and receive instruction that is driven by the standards and responsive to the students current achievement levels. Small group instruction will be a focus on a daily basis and extended time with groups of ten students will be active 2 times per week. Classroom teachers with support from our ESI teachers will collaborate to plan an instructional program that is most beneficial for the language and academic needs of each student.

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.

In order to enable the Bilingual/ESL staff to share the most current research-based information and relevant materials, the Bilingual/ESL department strongly encourages the staff, both in planning and implementation, to attend workshops (Quality Teaching for Language Learners, Literacy Strategies for English Language Learners, Approaches to Writing Instruction for Adolescent English Language Learners). These learning functions, which take place during the school year, are collaboratively planned by the Bilingual/ESL coordinator. Also, faculty members who teach ELLs receive on-going instruction to include BETAC and other school based programs during the school year regarding appropriate instruction for ELL students. Strategies that have proven success with this cohort of students will be shared with the general education department. This work is continuing after teachers were exposed to QTEL strategies and will be followed up throughout the year by Mr. Barillas Acosta.

Section III. Title III Budget

School: P.S. 91 BEDS Code: 321000010091

Allocation Amount: 38,380,00		
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	0	
Purchased services - High quality staff and curriculum development contracts.	N/A	
Supplies and materials - Must be supplemental. - Additional curricula, instructional	38,380.00	Instructional materials for ELLs

materials. Must be clearly listed.		
Educational Software (Object Code 199)	0	
Travel		
Other		
TOTAL	38,380.00	

SCHOOL (DBN): 10X091

BEDS: 321000010091

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 262 LEP: Non-LEP:

Number of Teachers 7 Other Staff (Specify):

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

In 2009 NYS ELA, NYS Math standardized test, ELLS show progress in Math and ELA but this progress lagged behind the progress shown by Non LEP students. Of the 231 LEP students, 105 students have been targeted for afterschool programs. These students have been targeted for the afterschool program because of identified gaps in their understanding of the curriculum as identified by the 2009- NYS ELA. NYSELAT, NYSMATH, the midyear predictor.

On the NYS Science, (2009) ELLS showed a significant gap when compared to non LEP students. Students will be grouped by specific needs and receive instruction that is driven by the standards and responsive to the students current achievement levels. Certified and highly qualified ESL and Bilingual teachers will service LEP students using exemplary ESL methodologies which will expose the students to oral expression, listening, reading, writing, word study and test strategies. A team teaching model will occur in grades three to five in which a fully certified monolingual teacher will be paired with an ESL teacher or Bilingual Teacher. Only teachers with a demonstrated record of success in working with The program will consist of two days of literacy work and one day of math integrated with science. On Tuesday, Wednesday, teachers will work on literacy. Literacy program will focus on listening and writing skills. Read Alouds and Accountable talk will be used to show students how to develop their critical thinking and how to structure responses in writing. On Thursday, teachers will work on Math integrated with Science. Instruction will focus on targeted needs from the Day two of the ELA and Math Standardized tests where students are asked to explain their thinking and solutions to math and science problems in writing. Buckle Down by Options, classroom libraries will be used to support this curriculum The team teaching model will allow teachers to work with small groups and to target instruction to the linguistic and academic needs of the students, ensuring that instruction is aligned to standards and it is age and grade appropriate.

Data from the 2009 ELA, Mathematics and Science NYS tests as well as the midyear predictor will be used to determine gaps in the students understanding of the curriculum and to plan for differentiated small group instruction to address specific needs. Science standards will be integrated with the math instruction. The after school program teachers will work closely with the classroom teacher to plan an instructional program that is most beneficial for the language and academic needs of each student. After school programs will run from 3:30 to 4:30 on Tuesdays, Wednesdays and Thursdays with a class cap of 15 students.

One addition program run by Ms. Douglas, and ESL teachers will be for newly admitted students who will not be taking the ELA this year, but require basis foundations in phonics. The Avenues Program, Books on Tape, Leveled Texts and teacher created materials will be used to support this program. “Headsprouts” is a online program that supports students who are learning English phonics. In this interactive program, students work at their individual level. Each student has his or her own account and will rotate onto a computer during the afterschool program to work independently at their level. The afterschool teacher will monitor the students progress through the program and share this information with the classroom teacher.

Snacks for the programs will be supplied by the Board of Education: After School Meals Program and will not require a fiscal allocation from Title III programs. No trips are planned.

Program will run in cycles starting November 15th ; stopping for the ELA test in January and resuming mid January till June17. Teachers selected for these programs must have a demonstrated record of success with ELLS, and be fully certified with a minimum of 3 years experience.

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.

The Aussie, Therese Ebbelwhite will provide Bilingual and ESL teachers who work the afterschool programs training on how to use data in planning for differentiated instruction, guided reading for ELLS, Conferencing and Goal Setting starting in October and ending in May the ESL and Bilingual

teachers will receive professional development on the topics listed above, beginning with conferencing and goal setting in October and followed by Guided Reading in November and December. The Schools Literacy Coach will supplement the 8 staff development days by visiting the classrooms and providing feedback to teachers on their implementation of conferencing, goal setting, small group instruction and guided reading during the after school program.

The literacy coach will share her noticing with the AUSSIE to focus future professional development. The data team will provide support to LEP providers on new strategies that are research based and data proven.

The Bilingual/ESL department strongly encourages the staff, both in planning and implementation, to attend workshops (Quality Teaching for Language Learners, Literacy Strategies for English Language Learners, Approaches to Writing Instruction for Adolescent English Language Learners). These learning functions, which take place during the school year, are collaboratively planned by the Bilingual/ESL coordinator. Also, faculty members who teach ELLs receive on-going instruction to include BETAC and other school based programs during the school year regarding appropriate instruction for ELL students. Strategies that have proven success with this cohort of students will be shared with the general education department. This work has already begun at the opening faculty conference where all teachers were exposed to QTEL strategies and will be followed up throughout the year by Mr. Barillas Acosta

Grade One and Grade 5 teachers: Ms. Norberto and Ms. Olivo are scheduled to attend Columbia University two day workshop on modifying instruction for ELLS using data.

Ms. Norberto will attend BETAC: Distinguishing Learning Disabilities from Language Needs for LEP students.

PARENT COMPONENT: Three hours of ESL instruction will be offered to parents weekly starting in March and lasting until the end of May. A fully certified ESL teacher will provide these services for three hours a week with two sessions of one hour and a half for each session. We are hoping to get 15-20 parents into this offering. This need was identified by the parent coordinator through her surveys with parents.

ADDENDUM

There are a total of 262 LEP students at P.S. 91; 168 of which are from grades 3-5. Out of the 168, 90 students have been targeted for our afterschool programs. These students have been targeted for the afterschool program because of identified gaps in their understanding of the curriculum as identified by the 2009-2010 NYS ELA, NYSELAT, NYSMATH, the midyear predictor.

The program will consist of two days of literacy work and one day of math integrated with science. On Mondays and Tuesdays, teachers will work on literacy. The Literacy program will focus on reading, writing and comprehension skill work. Read Alouds and Accountable talk will be used to show students how to develop their critical thinking and how to structure responses in writing. On Wednesdays, teachers will work on Math problem solving and general skills. Instruction will focus on targeted needs from the Day two of the ELA and Math Standardized tests where students are asked to explain their thinking and solutions to math problems in writing. Buckle Down by Options, and classroom libraries will be used to support this curriculum The team teaching model will allow teachers to work with small groups and to target instruction to the linguistic and academic needs of the students, ensuring that instruction is aligned to standards and it is age and grade appropriate.

Program will run in cycles starting in early March till June17. Teachers selected for these programs must have a demonstrated record of success with ELLS, and be fully certified with a minimum of 3 years experience.

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.

Teacher's College Reading and Writing program Consultants will provide Bilingual and ESL teachers who work the afterschool programs training on how to use data in planning for differentiated instruction, guided reading for ELLs, Conferencing and Goal Setting starting in October and ending in May. The ESL and Bilingual teachers will receive professional development on the topics listed above, beginning with conferencing and goal setting in October and followed by Guided Reading in December and January. The Schools' Literacy Coaches will supplement the 10 staff development days by visiting the classrooms and providing feedback to teachers on their implementation of conferencing, goal setting, small group instruction and guided reading during the after school program.

The literacy coach will share her noticing with the TC Consultants to focus future professional development. The data team will provide support to LEP providers on new strategies that are research based and data proven. Ms. Arias and Ms. Pincus attended Teacher's College PD in assessing ELLs and Language Development.

Form TIII – A (1)(b)

School: 10x091 BEDS Code: 32-10-00-01-0091

Title III LEP Program

School Building Budget Summary

Allocation Amount: \$36,560.		
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	21,936	439 hours of per session for ESL, Bil and General Ed teacher to support ELL Students: 439 hours x 49.89 = \$21,901.71 7 teachers at 3 hours a week for 20 weeks.
Purchased services - High quality staff and curriculum development contracts.	5,800	Consultant, Anna Gratz with Teacher's College will work with teachers and administrators for 8 days throughout the school year to support the development of curriculum to address LEP student needs: \$1,200. x 4 = \$4,800. \$,1,000 to purchase Internal DOE professional development to support ESL and TBE programs and curriculum writing by staff.

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	1,168	Avenues Program, Books on Tape
Educational Software (Object Code 199)	4,000	Head Sprouts Online Software program to support after school programs.
Travel		
Other	3,656	Parent Support: ESL/ Classes Homework Help
TOTAL	36,560	

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.

Our school's written and oral interpretation requirements are assessed during the registration process. We evaluate the languages of the parents and students to provide the necessary written and oral translations with the assistance of parent coordinator, administrators, and other faculty members. The primary language spoken by each parent if not English is added to the Blue Card and entered into ATS by the pupil personnel secretary as part of our registration process.

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.

We have found through our assessment that our written and oral translation is provided to our major population of Spanish speaking families. In addition, we also provide these services to our Albanian, Chinese and French families when possible. Translation is provided by a variety of staff members and administrators. When necessary the school takes advantage of the City's Translation Unit. Mr. Barillas Acosta does all of our Spanish written translations on a per session basis. Translation services are posted in the native language of our community in the main entrance way.

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.

Through collaboration with the NYC DOE, the school will provide written translation for report cards, progress reports, parent association communications, teacher to parent correspondence, and monthly newsletters. Timely provision of translated documents is provided to parents on a monthly basis by school staff and administrators who are paid on a per session basis for written translations.

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.

Interpretation services are also provided by school, staff, and administrators. Oral interpreters are available at all parent meetings. Spanish is the majority language need and is easily provided by staff members, guidance counselors, and administrators. When needed the City's Translation Unit is used. Posters in native language are posted to communicate these services to the community

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>.

By September 30, 2010 the school will determine the primary language of parents of each student enrolled. If the language is not English the school will determine whether the parent will require language assistance. The school will maintain a record of this assessment on the ATS and Emergency Blue Cards. Schools will provide timely translations of documents that are critical to the student's education. Translator services will be provided at meetings and parent- teacher conferences upon request. Parents may use another adult or relative to translate.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	783,768.00	180,777.00	964,545.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,837.00	1807	9644.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	39,188.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	78,376	*	

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 2008-2009 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.

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Parent Involvement Policy

General Expectations:

Public School 091 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS 91 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - ✓ Utilize parent representatives of the Parents’ Association and the School Leadership Team to facilitate the exchange of information among the school community, and generally encourage and support parent involvement efforts.
 - ✓ Hold regularly scheduled meetings that are communicated to parents at the beginning of each month and sent home by student backpack.
 - ✓ Post meeting dates on the parent information board in the main lobby
 - ✓ Embrace and involve the parent community through the formation of sub committees.

2. PS 91 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Offer parent training workshops related to:
 - Student Code of Conduct
 - ECLAS and standardized assessment data
 - Chancellor’s Promotional Policy
 - Primary Literacy Standards
 - Learning Leaders Volunteer Program
 - Health/nutrition
 - Parenting skills
 - Attendance
 - SFA and other instructional programs

3. PS 91 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - ✓ Embrace and involve the parent community through the formation of sub committees.
 - ✓ Disseminate information on the school’s instructional programs and performance standards and student assessment.
 - ✓ Visibly post information related to parent meetings/events at various locations.
 - ✓ Increase outreach to the school community through multiple communication formats (monthly parent calendars, newsletters, flyers, etc.)

4. PS 91 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement

policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The School Leadership team will conduct this survey with assistance from the Parent Coordinator.

5. PS 91 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - ✓ parent workshops on ECLAS2, DRA, Interim Assessments, New Progress Reports, Results from ELA and State Math
 - iv. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: monthly workshops, parent teacher meetings and curriculum night.
 - b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by parent teacher meetings and luncheons.
 - c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: holding monthly workshops, sending a calendar of upcoming events at the beginning of each month, posting on parent board in main lobby
 - d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand through the use of translators as needed.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;

- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Tre’Lisa Asher. This policy was adopted by the PS 091 on Sept 9, 2010 and will be in effect for the period of September 2010-June 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 30, 2010

P.S. 91 PARENT COMPACT

<i>The School Agrees</i>	<i>The Parent/Guardian Agrees</i>
<p><i>To Convene an annual meeting for Title I parents to inform them of the Title I Program and their right to be involved.</i></p> <p><i>To offer a flexible number of meetings at various times and provide child care.</i></p> <p><i>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</i></p> <p><i>To provide parents with timely information about all programs, especially the schools’ SFA Reading Program.</i></p> <p><i>To provide performance profiles and individual assessment results for each child and to provide other pertinent individual and school district education information.</i></p> <p><i>To deal with communication issues between teachers and parents through</i></p> <ul style="list-style-type: none"> ● <i>Parent/Teacher Conferences to be held at least twice a year.</i> ● <i>frequent reports to parents on their children’s progress.</i> ● <i>reasonable access to staff</i> ● <i>opportunities to volunteer and participate</i> 	<p><i>To become involved in developing, implementing , evaluating and revising the school-parent involvement policy.</i></p> <p><i>To participate in or request technical assistance training on child-rearing practices and teaching and learning strategies, provided by the District, the school, or at the city level.</i></p> <p><i>To work with his/her child/children on school work: read for 15 - 30 minutes per day to kindergarten and 1st grade students; listen to 2nd to 5th grade students read for 15 - 30 minutes per day.</i></p> <p><i>To monitor his/her child’s/children’s:</i></p> <ul style="list-style-type: none"> - <i>attendance at school</i> - <i>homework</i> - <i>television watching</i> <p><i>To share the responsibility for improved student achievement.</i></p> <p><i>To communicate with his/her child’s/children’s teachers about their child’s educational needs.</i></p>

<ul style="list-style-type: none"> • <i>observation of classroom activities</i> • <i>translation of all communication between the school and the parents</i> <ul style="list-style-type: none"> • <i>Assurance that parents may participate in training activities that are collaboratively decided upon, i.e. literacy classes, workshops on teaching strategies.</i> 	<p><i>To ask parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</i></p>
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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.

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. General Expectations:

Public School 091 agrees to implement the following statutory requirements:

Sections III and IV pages 7-9

1. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - Are consistent with and are designed to implement State and local improvement, if any.

See Section VI pages 11-20

See Section VI pages 12-20

2. 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.

See Section VI pages 17-26

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

Section VI pages 17-26

- College recruitment
- District Mentors/Coaches
- Literacy and Mathematics Coaches
- Direct supervision by grade assistant principals
 - Lead Teachers
 - Conference Time
 - Guided Reading and AIS service providers
 - District workshops and institutes
 - Job fairs

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

See Section VI pages 26-28

See Parent Involvement Policy: page 33

5. 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.

Kindergarten pre registration activities, Parent Coordinator workshops, Kindergarten Assessment Period: September 2010

6. 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.

See Section VI Professional Development and Data Work: pages 17-20 and pages 12-15

7. 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.

See Section VI pages 12-15

8. 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.
 - involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
 - providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
 - paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 - training parents to enhance the involvement of other parents;
 - in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
 - adopting and implementing model approaches to improving parental involvement;
 - developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
 - providing other reasonable support for parental involvement activities under section 1118 as parents may request.

See Section VI: Parent Involvement and School Environment

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 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., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			783,768		
Title I, Part A (ARRA)	Federal	✓			180,777		
Title II, Part A	Federal	✓			131,199		
Title III, Part A	Federal		✓		n/a		
Title IV	Federal			✓	n/a		
IDEA	Federal		✓		93,071.00		
Tax Levy	Local	✓			3,435,393.00		

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.

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.

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.

1. Use program resources to help participating children meet the State standards. N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning. N/A
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;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours; N/A
4. Coordinate with and support the regular educational program; N/A
5. Provide instruction by highly qualified teachers; N/A
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; N/A
7. Provide strategies to increase parental involvement; and N/A
8. Coordinate and integrate Federal, State and local services and programs. N/A

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)
 - P.S. 91 has approximately 40 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
 - We currently provide an after school program for our students in temporary housing that focuses on academic strategies, homework assistance and a basic arts program. This program is run by a certified teacher and a guidance counselor. The program runs Monday through Wednesday for one and one half hours. Every Thursday students are bused to Manhattan college where tutors provide academic support.

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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 091 Bronx					
District:	10	DBN:	10X091	School		321000010091

DEMOGRAPHICS

Grades Served:	Pre-K		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	0	0	0		90.3	91.1	90.9
Kindergarten	110	117	129				
Grade 1	140	104	112	Student Stability - % of Enrollment:			
Grade 2	149	135	106	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	129	138	131		90.0	88.5	88.0
Grade 4	121	120	138	Poverty Rate - % of Enrollment:			
Grade 5	110	112	118	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		87.5	92.7	92.7
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		16	38	63
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		18	20	15
Ungraded	7	5	8				
Total	766	731	742				

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	61	58	66	Principal Suspensions	11	4	2
# in Collaborative Team Teaching (CTT) Classes	25	23	26	Superintendent Suspensions	6	0	0
Number all others	34	28	48				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	80	93	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	151	142	TBD	Number of Teachers	66	63	61
# ELLs with IEPs	6	40	TBD	Number of Administrators and Other Professionals	15	17	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	4	9

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	95.2
				% more than 2 years teaching in this school	68.2	74.6	86.9
				% more than 5 years teaching anywhere	54.5	58.7	70.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	86.0	95.1
American Indian or Alaska Native	0.3	0.5	0.5	% core classes taught by "highly qualified" teachers	88.1	92.0	93.1
Black or African American	20.1	19.6	19.3				
Hispanic or Latino	72.5	71.8	73.5				
Asian or Native Hawaiian/Other Pacific	5.2	5.3	5.1				
White	1.0	1.2	1.5				
Male	53.0	52.7	54.9				
Female	47.0	47.3	45.1				

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,					
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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	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	53.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	39.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN109	District 10	School Number 091	School Name P.S.91
Principal Meridith Nasjletti		Assistant Principal Glenn Caroccio	
Coach Gidget Rivera		Coach Reyna Lachapell	
Teacher/Subject Area Andres Barillas Acosta		Guidance Counselor Ada Aguilar	
Teacher/Subject Area Tracy Douglas		Parent Tre'Lisa Ashley	
Teacher/Subject Area Carol Pincus		Parent Coordinator Leticia Branch	
Related Service Provider Ana Galdamez		Other type here	
Network Leader Maria Quail		Other type here	

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	7	Number of Certified Bilingual Teachers	6	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	743	Total Number of ELLs	278	ELLs as Share of Total Student Population (%)	37.42%
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Part II: ELL Identification Process

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

1. 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 ELL Identification process Narrative:

1- At P.S. 91, we adhere to the No Child Left Behind Act of 2001 by rigorously screening the admission process and following procedures as stated in the EPIC (ELL Parent Information Case) distributed by the Office of English Language Learners. During the first ten days of schools students are registered and parents are given an informal assessment through an interview process. The child is also orally interviewed . After the interview, a Home Language Survey is given to the parent to complete. An interpreter or translator is always available. In most of the cases, parents can read the Home Language Survey on their own as we supply them with the survey in several different languages.

After the parents complete the Home Language Survey, our ESL Coordinator, Mr. Barillas Acosta, reviews the survey and determines the student's eligibility. Eligibility is defined by the choice of language spoken at home with the child. If one check mark was placed in part one, and two in part two, the child is eligible for the Lab-R in English, as well as the Spanish Lab, if their home language is Spanish. While the student is being assessed, the parents are given the opportunity to review specific videos that explain the ESL, Dual and Transitional Bilingual Education programs, while they wait for their child's results.

Once the assessment process is completed, the parent is notified and the cut scores are reviewed. If the child is not eligible, he/she will be enrolled in the appropriate mono-lingual class. If the child is eligible, the parents are given the eligibility form with the raw score of the assessment. In addition, parents are given an overview of the existing programs in NYC with the orientation video and the ELL Parent Orientation Brochure. These brochures are provided in the language of their choice. After this process, the parent can make a better decision about their child's placement. Finally, the Parental Choice of Program Form is given to the parents of the newly admitted child. After the parents have made their program choice, they are notified of possible school programs at P.S 91. The following programs are: Native Language in Spanish, Transitional Bilingual Education and English as a Second Language. The only choice which is not available is the Dual Language program. If that was their choice, they opt for registration of their child in another school that has the appropriate program. Another possibility is to wait until we have enough admitted children (15) in two consecutive grades for our school to be mandated to create a class to accommodate their child in our TBE in Spanish in any of our K-3 classes. Temporary ESL class placement can be made available for them until this transition occurs. The parents will then receive a letter with their child's placement and the cumulative records are organized to keep the child's file complete with the Home Language Survey inside. Parents are also made aware of the termination of eligibility to the ESL and Transitional Bilingual Programs, as the students become more proficient as determined by their score in the NYSESLAT test.

Mr. Barillas Acosta, Ms. Tracy Douglas and Ms. Carol Pincus are the pedagogues who are in charge of the registration, interview and placement of our incoming English Language Learners. Their roles in the admission process are defined by the grades they serve. At registration, parents are interviewed and informed of the process as stated above.

As students are admitted and enrolled in their class, the students are serviced and their proper time is allocated according to what is stated by law. Based on their NYSESLAT scores, or the Lab-R in kindergarten, the students are classified as Beginners, Intermediate, or Advanced. The beginners enjoy two periods of support daily, as well as the intermediates. The advanced students need one period a day. It is our goal to have the ELLs in self contained classes as much as possible, whether it is in a Transitional Bilingual or ELL class. Priority is given to our Beginners and Intermediate students. Advanced students are included in these rooms depending on class size , if space is limited, then they are supported in a monolingual classroom with additional required services.

Our ELL population gets evaluated annually, as well as quarterly with interim assessments. This gives us a better idea of their progress throughout the school year, and it also helps with their placement for the following year, when their services are continued. Continuous Entitlement is also a big part of our service for our students. The students who take the NYSESLAT receive a grade that will define their eligibility for the ESL or Transitional Bilingual programs. Once they become proficient in English, the parents are notified and the seat becomes vacant for other students who have been recommended to receive Bilingual or ESL services.

Pre-registration interviews are directed by Mr. Acosta, and the students applying for the services are predominately kindergarten students. Documentation is recorded and kept for further review later in September when they are admitted with more current language skills. More information is given to the parents regarding the programs as stated above.

2-The parents of ELLs at P.S. 91 have access to the Orientation video, that was first presented during the interview process. Mr. Barillas Acosta additionally gives an orientation to parents about the different programs and what they offer. If parents have questions, we assist with translation. (mostly Spanish, but French, Chinese, and Bengali can be arranged to find interpreters within the school building).

This orientation happens as our ESL Pedagoges are testing children. Materials used by the school are available to demonstrate what subjects and approaches are used in the Bilingual and ESL programs that are offered in the school. The dual language program is explained in more detail and examples are provided to generate parents interest.

There is also a parent meeting for all students in ESL and Bilingual Programs. that must to take place during the first two weeks of school. In this meeting, the parents are also introduced to other materials such as homework policy, work ethic and other programs that their children are eligible to receive especially in technology, such as Head Sprouts and Avenues, and other online websites.

Furthermore, parents are encouraged to discuss any issues regarding their child's education.

Later during the year, the parents are encouraged to visit their child's classroom and witness their child's instruction. There are also workshops that the parents can attend geared towards how they can help their children at home with strategies learned at school. The school also gives a detailed monthly progress report that informs the parents of the performance level of their students in their current placement. These reports help parents understand the programs and their expectations.

3-After the Lab-R results are received, the forms of entitlement, non entitlement and placement are distributed as the children are admitted. The parents are interviewed and oriented while the student has been deemed eligible by the first informal interview. This means that the parents get as much information about the three programs available in the city while their children are being tested. Also at this time, these forms are given to the parent and they are responsible to complete, while they wait for their child's results from the formal assessment.

All forms are given to the parent during that one-on-one meeting. The Continuous Entitlement Form, (which is prepared before hand since the students are immediately eligible the moment we have the results from the NYSESLAT) are distributed by the classroom teachers in the Self-contained ESL and Transitional Bilingual classes. These forms are sent home and must be signed by a parent and returned to the school. All letters are kept in an ESL school file. For children who are admitted later in the year, there is always someone in the building who can identify and assess the new comers in the system following protocol. If a child is placed in a class with out the parent's choice of program form completed and signed, parents will be contacted to ensure proper admission protocol.

4- The criteria for identifying and placing ELL students begins with the registration process during the first week of September. The parents are greeted by our ESL team to help organize this process. At this time, questions are asked such as whether the parents are enrolling a child for the first time in the school system, or if they are transferring from another school. Many parents are recognized from pre-registration interviews. All parents are invited into the "Parent Room" where questions can be answered and siblings can participate in various arts and crafts activities.

Parents are given an informal assessment through an interview process. The child is also interviewed during this time. After the interview, a Home Language Form is given to the parent to complete. An interpreter or translator is standing by at all times. In most of the cases, parents can read the Home Language Survey on their own as we offer them in several languages. In some cases, they do need assistance because they might not be confident in their reading skills.

When the parents complete the Home Language Survey, our ESL staff, analyses the choices of use of language at home with the child. If one check mark was placed in part one, and two in part two, the child is eligible for The Lab-R in English, as well as the Spanish Lab if their home language is Spanish. While the student is assessed, the parent watches the educational videos which describe the English as a Second Language, Dual and Transitional Bilingual Education programs, while they wait for their child's results.

Once the assessment process is completed, the parent is notified and the cut scores are reviewed.

If the child is not eligible, he will be enrolled in the appropriate mono-lingual class. If the child is eligible, the parents are given the eligibility form with the raw score of the assessment. In addition, parents are then given an overview of the existing programs in NYC with the orientation video, as well as the brochure for the ELL Parents in the language of their choice. In this manner, the parent can make a better decision about their child's placement. Only after this, the Parental Choice of Program Form is given to the parents of the newly admitted child.

After the parents have made their decision, the parents are notified of the available programs at our school. Our staff let the parents know that if their choice is not available, they can opt for registration of their child in a school that has the appropriate program. Another possibility is to wait until we have enough admitted children (15) in two consecutive grades for our school if their choice was the Native Language Program, TBE in Spanish for us to create a class to accommodate their child. Temporary ESL class placement can be made available for them until this transition occurs. The parents then receive a letter with their child's placement and the cumulative records are organized to keep the child's file complete with the Home Language form inside. The parents are also made aware of the termination of eligibility from our ESL and Transitional Bilingual Programs as the students become more proficient. Proficiency is determined by their score in the NYSESLAT test.

5) After analyzing the data on the parental choice forms over the past few years, weare happy to note that this year our parents have more interest in the ESL program. Good testament of this is the fact that parents have been requesting Adult ESL classes at increasing rates. Parents are making the connection between language proficiency and their ability to manipulate and adapt to a new environment.

6) Noteworthy in the Kindergarten population this year, is the fact that parents chose either ESL or TBE classes for their children based not only on the availability of seats in the program, but rather on their ability to help these children with their homework. For instance, we believe the programs offered in our school aligns with the parents requests. No parents chose the Dual Language program. One reason was that their children's siblings are in our building already and the parents seemed reluctant to relocate to find a dual-language school.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1								6
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	1	1												2
Push-In	1	1	1	1	1	1								6
Total	3	3	2	2	2	2	0	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	278	Newcomers (ELLs receiving service 0-3 years)	230	Special Education	32
SIFE	12	ELLs receiving service 4-6 years	50	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	102	3	22	16		16				118
Dual Language										0
ESL	123	9		34			3			160

Total	225	12	22	50	0	16	3	0	0	278
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	26	24	17	24	12	12								115
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	26	24	17	24	12	12	0	0	0	0	0	0	0	115

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0																		

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	28	16	10	12	33	26								125
Chinese	1			1		1								3
Russian														0
Bengali	3	3	3		1	1								11
Urdu														0
Arabic						1								1
Haitian	1													1
French	2		1			1								4
Korean														0
Punjabi														0
Polish														0
Albanian		1												1
Other	1	1		1		1								4
TOTAL	36	21	14	14	34	31	0	150						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - 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])?
2. 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)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. 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.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - 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.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Part IV - ELL Programming:

1) At P.S. 91, our K-5 ELL classes have students on similar proficiency levels grouped together. Our ESL providers push in to the classrooms for one or two periods a day depending on students levels. In addition, we have Spanish TBE programs for grades K through 5 including two Special Education classes in grades four and five. These programs comply with the CR Part 154 regarding the number of hours that every student needs to receive during a day of instruction. The students classified as Beginners and Intermediate according to their respective NYSESLAT scores, receive two periods of ESL intervention daily, the advanced students receive one period of ESL every day. Instruction is delivered daily through the workshop model. Students have time to practice speaking in English, listening during small group instruction and partnerships, as well as continual reading and writing throughout the day. While a balanced literacy approach is used in our classrooms, programs such as Avenues which incorporates hands on activities with manipulatives, music and computer programs is used with our ELL students in addition to the regular curriculum. As the ESL instructors push into classes, teachers follow a team teaching model.

2) The allocation times listed below is used in order to ensure that the mandated number of instructional minutes is provided according to our ELL students' proficiency levels'

TBE	Program of choice: TBE (% of Spanish vs. % of Eng)	Average 2 nd language proficiency level
Kindergarten	80 - 20	Beginner
First Grade	60 - 40	Beginner/ Intermediate
Second Grade	50 - 50	Intermediate Advanced
Third Grade	40 - 60	Advanced

ELL Classes with Push-in Model:

Level	Mandated time of ESL instruction/ week
Beginning	360 min.
Intermediate	360 min.
Advanced	180 min.

3) Content area instruction is delivered to the whole class by using the workshop model approach which incorporates small group instruction with a focus on the four modalities: Reading Writing, Listening and Speaking. In addition, the program Avenues, provides ample visual context with colorful books, charts, CDs, manipulatives and other hands-on materials. Moreover, ELL students utilize the above mentioned program in conjunction with Music, Art, and Science to learn about their surroundings in their new found country. Vocabulary building is a central part of learning for ELL students. They are given the opportunity to use a variety of instructional tools to make a transition into a full immersion at their own pace. Our classroom libraries are stocked with an extensive array of first and second language literature. Classroom Smartboards and accompanying technology support their learning with programs such as Head Sprout; which provides a richly leveled visual experience while simultaneously scaffolding their reading proficiency at their own pace. Additional computer programs such as Reading A-Z and our Math program, Neufeld are also used for enrichment. Built into the ESL curriculum, are planned weekly periods for students to attend classes in the school library, where fiction and nonfiction genres mirror their countries of origin and their culture, as well as including books that are written in dual-languages. In addition, the school library offers interactive puppet shows, read alouds and other risk-free activities geared towards strengthening and enhancing their love of learning.

Our Push-in model, lends continuity to the content areas reflected in the curriculum map planned by classroom teachers. This model targets reading comprehension, employs guided reading strategies, and addresses overall writing conventions. Our advanced students have

incrementally developed a verbal fluency which presently allows them to have a better understanding of the commands given by their classroom teachers, but continue to require monitoring, on-going support and intervention, in order to keep abreast with their fellow classmates.

4) All classroom teachers are required to differentiate instruction for all students and this is evident in their lesson planning. The ESL teacher in our Push-In Model provides support to classes and works with small groups, breaking down the instruction, so that each objective the teacher has for her students is understood and mastered. Instructional tools are always available implemented such as hands on manipulatives in Math and Science, graphic organizers, picture books, as well as charts to support learning.

A. SIFE students who are slightly older and a few years behind their fellow students, are given one-to-one instruction (on an as needed basis) Socialization techniques are utilized with these participants in activities that not only require team work, but also highlight the individual student's best skills, in order to motivate them and to boost their morale. They are empowered in their learning roles as reporters, writers, historians, illustrators and helpers and are thus able to make text-to-self connections which serve to enrich their learning and everyday life experiences. These students use their involvement in small group instruction as a transitional phase in their social language development.

Our instructional plan for SIFE is focused in delivering content as well as language mostly in their native tongue. SIFE students are in Transitional Bilingual Programs and ELL classrooms throughout the building. These students require strengthening their home language literacy before moving on to their second language. Also, SIFE students receive extra support during small group instruction in a push-in program. This includes assistance with classwork and homework translations. These students are monitored closely first to determine their competency. Assessments are given throughout the year in Literacy and Math in order to determine progress throughout the year, as well as academic expectations and how much intervention they will require. Counseling is also very valuable as the students deal with other emotional issues as they realize their understanding of the subject matter or language might not be up to par with their classmates. This intervention results in custom-made plans of instruction for each individual, since their circumstances are unique to each student.

B. The newcomers in our school are provided with intensive instruction in their home language, as well as their second language through planned units of study that are delivered in both English and Spanish in their ELL or TBE classrooms. Newcomers benefit from interactive and self-pacing programs such as Head Sprout. They also watch instructional videos and listen to read alouds from on-line sources. This population, especially the ones on the testing grades, are exempt for only one year before taking the ELA. Although they are exempt, they are still required to take the school's interim assessments. Differentiated instruction is evident and available for our newcomers. Children's progress is monitored via three formal annual evaluations (TC Running Records) and two informal reading assessments (Fountas and Pinnell). Teachers know what kind of progress the students are making and are able to plan in accordance with their new goals in reading and writing. The continual assessments enable students to be grouped accordingly and instruction is delivered in small groups. Teachers are continually setting small goals for students to master. Furthermore, daily homework assignments are translated to encourage parental involvement. Parents are kept informed routinely and are asked for feedback in order to assess the students' individual growth. Workshops are also provided for parents who might need services such as tutoring, to ensure that the work being done at school is followed-up at home. This intervention is provided in conjunction with our school's Parent Coordinator.

After school academic programs are also made available for newly admitted ELLs, where they get to participate in experiences that will enhance their understanding of curricula. The programs specializes in the arts and fitness. ELL students are able to use the four modalities through the visual and performing arts, as well as a fitness program. These programs include ESL trained and /Bilingual teachers who can enhance student learning and promote self confidence.

C. The students whose services have been extended one or more times are provided with extra help in their most deficient learning areas. The skills that are not yet achieved, are identified by analyzing the child's past NYSESLAT scores in the varying subtests. When students have reached an advanced tier, they are also serviced through our push-in small group instructional model program. Students who continue to reflect Beginner or Intermediate status after repeated extensions, must then be referred to the SAT (School Assessment Team) for a psycho-educational evaluation. The recommendations by the School Psychologist will be followed. These recommendations may necessitate placement in a special learning environment, resource room intervention, speech aligned therapy, coupled with ESL services. These cases are discussed routinely with the Response to Intervention team. our Bilingual guidance counselor is often contacted to help support these students with self-esteem building exercises or to examine whether any medical/social/family issues which may be affecting the child's ability to perform optimally. In the case of students who do have a good grasp of oral language, they are also given extra help in test preparation skills, time management, and organizational skills.

D. We have four students who have been a part of our ELL program for six years. These students are still receiving services and have a proficiency level of Advanced, however they are unable to test out of NYSESLAT. These students continue to have many opportunities to work in small groups during the school day and specific goals are put in place for the students to achieve. ESL literature libraries support our long term ELLs and formal and informal assessments throughout the year are used to keep track of their progress. Our Avenues Program allows ELLs to use the Theme Books library on their reading levels, as well as on-line games to increase their motivation. Guidance meets with students to support any social issues that might affect the students' performance. It is our goal to continue supporting our long term ELLs, as they gain their Proficient status.

E. Our Special Education English Language Learners receive Special Education Services that are mandated through their Individual

Educational Plans. These students receive additional support in the areas of weakness as per their IEP. Students are motivated with special activities and strategies developed by their classroom teachers. Our ESL providers work collaboratively with Special Education teachers, Speech Providers, Resource Room teachers Occupational Therapists, Physical Therapists, the School Psychologist, Social Worker and Guidance Counselors in order to create the best learning conditions for the student. Instruction is also differentiated within these classrooms.

B. Programming and Scheduling Information--Continued

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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
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?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5- P.S. 91 has a variety of intervention programs that target specific areas of need for our English Language Learners. In math, we use the Everyday Math program. The hands-on materials provide exciting and stimulating activities that support instruction and assist learning. In addition, it provides opportunities for social interaction and class participation. Our classrooms are equipped with Smartboards and websites such as, the Museum of Virtual Manipulatives, which provide a unique experience for the students to enhance their experiences as they assimilate mathematical concepts with technology-based immersion.

In English Language Arts, we incorporate Reader's theater, which is a program children adore as they interact in exciting ways to achieve their goals in reading. They are able to use their voices, act out plots and express themselves through different characters. The vocabulary and the situations that the students are exposed to are an important part of their learning and incorporate the four modalities, Speaking, Listening Writing and Reading.

6- Continuing support for ELLs reaching proficiency.

The students who reach proficiency continue to get support through differentiation of instruction and small group work. The students are provided with extra time for completing state tests and other assessments (usually time and a half) so they have enough time to complete the work. During testing, they are placed in classes where the time is extended. New teachers are always supported by professional development to learn the strategies needed to continue encouraging the academic growth of our former ELLs.

7- Our school has purchased technology to support more interactive activities in the classroom. Students will be able to have a more hands-on experiences as they interact with specially assigned websites for their proficiency level. Two such websites are Reading A-Z, to which the school subscribes, and Starfall.com. Both websites provide a wonderful interactive platform for language learning ranging from letter and word matching games to assisted reading of short stories. Mathematics and Science materials will also be made available for the students to review. The arts through music will be available to give ELLs a chance to reinforce their reading and writing skills through music and art. Also, a pool of materials for use with the smart board is being created, as well as other materials that students can access on line such as, homework and podcasts for current readings being studied in their own classroom.

8- The school has enjoyed success using the programs that are in place. We have used a combination of technology and individualized attention to our students that will remain in tact. No programs will be cut.

9- Our ELL population has equal access to all school programs. The after school program has always been a major resource of extra academic help for the ELLs, as well as a way to channel energy into discovering new interests in our building. This year, one of our afterschool programs will be focusing on learning English as a Second Language through the performing and visual arts, in addition to fitness in education. This program affords our ELL population many experiences to speak read write and listen through the visual and performing arts.

We will also be supporting our ELL level 1 and 2 ELL grade 3 and 4 students in an after school academic program to help support test taking strategies. Providing these opportunities is something our administration takes pride in every year. Teachers are supported if they have students who might need extra help.

10- Better use of our available technology has been a focal point that our school has emphasized this year. More technological support and more interactive activities have been developed. Students are able to have a more hands-on experience as they interact with specially assigned websites for their proficiency level. Two such websites are Reading A-Z, which the school is subscribed to, and Starfall.com. Both websites provide a wonderful interactive platform for language learning ranging from letter and word matching games to assisted reading of short stories. Mathematics and Science materials will also be made available for the students to review.

Language through the arts has been one program that might be restated to give ELLs reinforce their reading and writing skills. Furthermore, instructional materials that students can access online are being developed such as homework and glossaries which scaffold instruction for the ELLs and Bilingual Ed students, as well as podcasts for current readings that are studied in their own classrooms.

In all of these programs, our expectations are high and we encourage academic rigor. Support in those programs is of utmost importance to be able to assess student improvement and to better their learning experiences. Buddy systems are also in place to have the students interact with more proficient partners which encourages success as well.

11- Native language is supported in both ESL and TBE programs. Charts, student work and word walls (in Spanish) are posted in the classrooms to support instruction. In addition, we offer library periods each week where students have time to read books in Spanish. There are computers in every classroom, in the library as well as the computer lab. Students can access online programs in Spanish and work independently. Classroom libraries have a plethora of Spanish books to support instruction as well. Our mathematics instruction supports our ELLs in their native language in small groups as well as independent work. Online programs Understanding Math (3-5) and Understanding Numeration (K-2) is used to support math instruction as well.

12- At P.S. 91 the services and resources are matched with the students' age and grade levels. This is stated in the parental choice of program form. If a student enters school with an academic ability below their age, the student is assessed and support is designed for his or her needs.

13- The prospective students have opportunities to get to know the building through activities that are designed to welcome them into our home. During the pre-registration period our staff extends invitations to curriculum days that are intended for parents to get involved in their children's education. These curriculum nights are offered in July-August and offer activities for the children to become familiar with our institution. Arts and crafts are made available for children and adults to make them feel as part of our school community.

C. Schools with Dual Language Programs

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)?

D. Professional Development and Support for School Staff

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.

1- In our school, attendance in Professional Development workshops is paramount, especially for teachers, paraprofessionals and administrators involved in the development of second language acquisition skills. In addition to weekly PD sessions, we have calendar days that teachers attend, as well as in house professional development as part of the Reading and Writing Project at Teachers College. Secretaries and our parent coordinator are kept in the loop by weekly memos and staff meetings. Leveled study groups are formed to discuss pertinent topics related to the instruction of English Language Learners. Teachers rely on their informal social and professional

interactions with immigrant populations as stepping stones in building understanding of a new culture and in formulating an appreciation of their value systems. It is our belief that this activity is really enjoyable and helps teachers to gain new perspectives when dealing with ELLs, inside and outside of the classroom environment. This is a means of ameliorating culture shock and an effective way of incorporating newcomers into the American fabric of this society. In their private lives, teachers are also encouraged to interface with different ethnic groups and to develop sensitivity via literature and the media in general, around acculturation problems that these groups may encounter. Case studies are also discussed in these groups, as are collegial articles that promote innovative strategies to improve ELL instruction.

Literacy consultants from Teacher's College and book distributors from "Avenues," help us to clarify cultural misunderstandings and link pertinent activities to the school curriculum in more natural and effective ways. Last but not least, OELL meetings are an integral part of our professional growth. Staff attends BETAX meetings and the information is discussed with staff who support the ELLs in our school.

2) Staff assists in making ELL transitions easier, by including students and parents in the mandated Orientation Sessions. In this way, they have a better understanding of the expectations for the following academic year. The Guidance Department also reinforces the notion of good work ethics and the idea of creating building blocks in our learning experiences.

3) Our minimum seven hrs of P.D. are registered during the periods after interim assessments take place. Teachers meet frequently to discuss results and see what needs are consistent with our the ELL population. These sessions offer assistance for teachers to comprehend specific testing modifications, the use of body language or total physical response to have students decode more complex terms in read alouds and testing instructions overall.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

E (1) As members of this community, the parents of ELLs are always welcomed to participate in school activities. As part of the overall parent population, they are invited just like every other parent in the school, to actively participate in all related endeavors. Although P.S. 91X makes on-going attempts to work closely with our parent population, we still recognize that this is an area to which we can improve. The parents of ELLs particularly, perhaps due to the language barrier, often remain somewhat passive and mostly perform on the periphery. A goodly part of their involvement revolves around chaperoning their children on school related trips and they occasionally collaborate on days when help is offered around completion of homework assignments. During community crises, they lend their support by bringing in food and clothing items for communities/countries in need. Memos are available in both English and Spanish to ensure that the information is communicated.

(2) Parental involvement with Community Based Organizations is a work in progress. Our Parents' Association has established some connections with church community centers and is presently thinking about expanding to other institutions that might address the specific needs of our parent population.

(3) The needs of parents are evaluated via conversations and Suggestion Boxes that are provided by the Parent Association's president. Parents are encouraged to voice their opinion regarding all topics, including areas such as instructional practices, cafeteria menus, the supervision of their children in the lunchroom or school yard, and how they think behavior problems should be addressed. As their children advance academically, parents are invited to make suggestions as to the type of workshops that are needed for parents to be supported more effectively by school personnel.

4) Our on-site Parent Coordinator helps with a wide variety of situations that parents are faced with, daily. These situations may encompass parental needs for food, clothing, reference letters, shelter, translation of forms, health services, and even Adult ESL classes.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	71	34	8	12	18	17								160
Intermediate(I)		14	6	13	17	12								62
Advanced (A)			12	12	15	17								56
Total	71	48	26	37	50	46	0	0	0	0	0	0	0	278

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	16	4	0	9	6	9							
	I	17	7	7	10	12	8							
	A	9	12	18	20	20	18							
	P													
READING/ WRITING	B	29	4	10	17	12	10							
	I	12	12	17	16	16	18							
	A	2	4	0	7	10	9							
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	1	4	4	14	2	5	1	35
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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 as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

In grades K-2 students are assessed using the Teacher's College Reading and Writing Projects Early Literacy Assessment. This measures: uppercase and lowercase letter recognition, letter sounds, sight words and concepts of print. This assessment is administered to Kindergarten 4 times a year and to levels 1 and 2 students in grades 1 and 2 until there is mastery. We also use the Words Their Ways primary spelling assessment to assess stages of spelling in grades K-2. This assessment is done twice a year in K (starting in December) and 3 times a year in grades one and two. This is used to differentiate the word study instruction. Grades 3-5 are also being assessed using the teacher's college reading assessment as well as periodic ELA simulation tests

In Reading, students K-5 are assessed formally and informally. This year, we are using the Teacher's College Reading Assessment to find a (Fountas and Pinnell) reading levels. This assessment tests decoding, comprehension and fluency of the reader, as well as reading behaviors. This assessment is done 3x a year. There is an expectation that students are assessed informally on an ongoing basis, however the data is collected twice a year.

In Writing, students are assessed 3 times a year, (baseline, midline and endline). This is measured using a writing continuum developed at the school level to measure the growth of the writer. Throughout the year, student writing is assessed monthly according to the goals on the writing units of study. □□

□□□
 2- The data reveals that ELLs are moving forward with the current model of instruction. The number of beginners in kindergarten are overwhelmingly high, but the numbers of advanced students are matching those of the beginners in the upper grades. In more recent years the beginners, or new admits, outnumber the advanced students. In first grade, we saw many students write and test out of the NYSESLAT. Our Transitional Bilingual class in second grade is small, and can accomodate for the influx of students who usually come during the course of

following instructions by listening. Our guided reading program as well as our independent reading programs ensure that the students are incrementally challenging themselves as they read books, build vocabulary and gain fluency in reading and writing. It is expected that the advanced students will test out of the program next year.

4-It is evident that after reviewing the results of the exams taken in English, there is a great need for need improvement. Many of the students come with a very low literacy level in their own home language. There are a few exceptions, but for the most part their spelling does not seem to be up to par with their current grade level. The children in ESL classes seem to fair slightly better. Both TBE and ESL students have issues with time management and understanding reading strategy skills to help guide them to gather clues about what they are reading and how they are answering the questions. The teachers and administration are using the scores from the periodic assessments to focus on the skills with which the students need more support. The interim assessments assist us with grouping students for reading and writing. Interim assessments in their home language are also important to help us understand if language is the only issue that impedes comprehension.

5-N/A

6.The success of the ELL programs is measured by the amount of students who scored proficiently on their NYSESLAT test. The Teacher's College reading and writing assessments help to determine the growth in ELL proficiency with the current model of instruction. Parent participation is extreme;y beneficial as well. It seems to be very clear that our parents want to be part of our program. This is evidenced by the many inquiries and suggestions we receive regarding the instruction that takes place in our ELL classes. Parents are starting to realize that their kids are growing and they need to keep up with them.

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.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		

	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		