



PUBLIC SCHOOL 291

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 10X291
ADDRESS: 2195 ANDREWS AVENUE
TELEPHONE: 718-563-0776
FAX: 718-563-1499

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 291 **SCHOOL NAME:** Public School 291

SCHOOL ADDRESS: 2195 Andrews Avenue

SCHOOL TELEPHONE: 718-563-0776 **FAX:** 718-563-1499

SCHOOL CONTACT PERSON: Carlos A. Vélez **EMAIL ADDRESS** Cvelez1@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Patty Vulaj

PRINCIPAL: Carlos A. Vélez

UFT CHAPTER LEADER: Maggie Grant

PARENTS' ASSOCIATION PRESIDENT: Elyn Alcantara

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 10 **SSO NAME:** Empowerment – Network 7

SSO NETWORK LEADER: Mr. Varleton McDonald

SUPERINTENDENT: Ms. 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 members 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/Administration/ChancellorsRegulations/default.htm>). *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
Carlos A. Vélez	*Principal or Designee	
Maggie Grant	*UFT Chapter Chairperson or Designee	
Elyn Alcantara	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Skyler Mariani	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	
Krystal Ilarraza	Member: General Ed. Teacher	
Assunta Mariani	Member: Special Ed. Teacher	
Anna Ciani	Member: E.S.L. Teacher	
	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.

PS 291 is an environment which is child centered and nurturing, recognizing the cultural diversity of our community. In partnership with our students, parents, staff, and community, there is the belief that all students can meet high standards of excellence and challenge. We believe that the role of the school and the home is to provide a climate that enhances the students' cognitive, creative, and social growth, thereby increasing the child's potential for success.

At P.S. 291 our programs are selected to meet the various strengths and needs of our diverse student population. Our daily program includes three periods of literacy, two periods of math, a daily content area instruction, academic intervention services as needed, additional support personnel during extended day for each classroom, implementation of differentiated instruction, and integration of technology via SmartBoards and classroom computers.

Because we strongly believe that every child can learn, we provide a variety of programs to close the achievement gap. Following is a brief description of each program and/or partnership:

- Numerous assessments are administered to determine qualification in program placement depending on academic abilities; students will be invited to participate in either Project Reading & Mathematics (Project RAM) or Project Merit.
 - Project RAM – The goal of the program is to provide academic assistance in a small group setting to pupils who present academic delays.
 - Project Merit – The program is designed for pupils that are on grade or above grade level. The aim of the program is to enrich the students' academic abilities in the areas of reading, writing, and mathematics.

- Project Arts

The visual and performing arts have played an important part in our school community for years. Our collaboration with DreamYard has enabled us to foster an appreciation for the arts in our students.

Besides learning movement, the program integrates the academics into their routines. We have one visual arts teacher who exposes students to the different forms of art. Art instruction is aligned with the art standards. Supplies are always plentiful and are made available to all staff members including classroom teachers. Students participate in multicultural presentations using folk tales aligned to their curriculum. Additional resources enable us to expand our technology and instructional resources. In addition to working with the DreamYard consultant, our students also participate in a Project Arts after school program. In this program students can choose from photography, arts, dance, chorus, and cook-shop.

- Strategic Collaborations

Visiting consultants work with our teachers to train them in specialty areas. These include:

- Australian United States Services in Education (AUSSIE) Consultants in Literacy and Math – Consultants provide demo lessons, planning sessions, and utilize the peer coaching method with includes modeling, co-teaching, observation, and articulation of next steps.
- Differentiated Instruction – Consultants provide informational seminars for teachers and follow-up by visiting teachers in the classroom to offer individualized feedback.
- Cambridge Education Consultant-Our consultant will assist grades K-2 in aligning our curriculum to the new ELA Common Core Standards in addition to creating common assessments K-2.
- Technology and Science Consultants-Consultants will work with our science cluster teachers to integrate technology within our science curriculum. This integration will include the use of digital cameras, software such as TuxPaint and PowerPoint and the utilization of a private social network in which teachers and students will post student work and comments through a blog.

- Strategic Partnerships

- Bronx Community College Partnership – Student interns work with our classroom teachers to support student learning.
- Professional Development School – Through our partnership with Lehman College we hope to improve student learning through: professional development of school and college faculty, provide additional support in classrooms through full time student teachers and provide small group and one-on-one support for students by holding Lehman College courses at PS 291 during school hours as well as after school hours.

The aforementioned efforts support all school constituents in our journey to promote excellence.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” 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. 291				
District:	10	DBN #:	10x291	School BEDS Code #:	321000010291

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="radio"/> Pre-K	<input checked="" type="radio"/> K	<input checked="" type="radio"/> 1	<input checked="" type="radio"/> 2	<input checked="" type="radio"/> 3	<input checked="" type="radio"/> 4	<input checked="" type="radio"/> 5	<input checked="" type="radio"/> 6	<input checked="" type="radio"/> 7
	<input checked="" type="radio"/> 8	<input checked="" type="radio"/> 9	<input checked="" type="radio"/> 10	<input checked="" type="radio"/> 11	<input checked="" type="radio"/> 12	<input checked="" type="radio"/> 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		91.9	92.3	TBD		
Kindergarten	110	110	95						
Grade 1	118	131	131	Student Stability: % of Enrollment					
Grade 2	119	105	115	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	120	106	96		93.8	92.3	TBD		
Grade 4	102	113	111						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		77.7	91.1	99.5		
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		14	74	TBD		
Grade 12	0	0	0						
Ungraded	4	2	4	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	573	557	552		20	5	0		
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	44	37	36	Principal Suspensions	0	0	TBD		
No. in Collaborative	0	0	0						

DEMOGRAPHICS							
Team Teaching (CTT) Classes							
Number all others	34	37	35	Superintendent Suspensions	2	1	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	118	115	103	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	100	89	98	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	37	37	49	(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	45	44	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	9	9	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	2	TBD
	0	0	TBD				
				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	0.0	0.0	0.0	Percent more than two years teaching in this school	68.9	84.1	TBD
Black or African American	17.1	15.6	12.1	Percent more than five years teaching anywhere	44.4	47.7	TBD
Hispanic or Latino	79.2	81.3	84.8				
Asian or Native Hawaiian/Other Pacific Isl.	3.1	2.3	1.8	Percent Masters Degree or higher	71.0	84.0	TBD
White	0.5	0.7	0.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	98.7	TBD
Multi-racial							
Male	50.1	51.0	47.8				
Female	49.9	49.0	52.2				

2008-09 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input checked="" type="radio"/> Title I Targeted Assistance		<input checked="" type="radio"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="radio"/> 2006-07	<input checked="" type="radio"/> 2007-08	<input checked="" type="radio"/> 2008-09	<input checked="" type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>	If yes, area(s) of SURR identification:
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Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<input checked="" type="radio"/> In Good Standing	<input checked="" type="radio"/> Improvement – Year 1	<input checked="" type="radio"/> Improvement – Year 2
<input checked="" type="radio"/> Corrective Action – Year 1	<input checked="" type="radio"/> Corrective Action – Year 2	<input checked="" type="radio"/> Restructured – Year ____

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

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	SINI 2	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	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
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	-	-	-			
Limited English Proficient	√	√				
Economically Disadvantaged	√	√				
Student groups making AYP in each subject	4	4	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.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	B	Overall Evaluation:	N/A
Overall Score	56.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	10.4	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 30% of the Overall Score)	13.3	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 55% of the Overall Score)	29.4	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	3.0	Quality Statement 5: Monitor and Revise	N/A
<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 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 the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

Analysis of current student achievement data has revealed the following successes:

- Our third grade special education students scoring at or above level three was comparable to our third grade general education students.
- Our fourth grade special education students scoring at or above level three was higher than our general education students.
- Our fourth grade students scoring at or above level three in science was 83% of our population.

The following were trends we noticed in our school:

- Upon analyzing our at risk population, we discovered that our Special Ed students scored higher than our ELL population in all areas except third grade math.
- The percentage of students at or above grade level in math was consistently higher than the number of students at or above grade in ELA, except for third grade special ed population.

The following was identified as a barrier to the school's continuous improvement:

- The number of ELL students who performed at or above grade level in ELA and Math has dropped from the previous year.

Below are tables that depict the number of students at or above grade level for all students tested, general education students, ELL students and students with disabilities.

All Students Tested

All Tested Students	Grade 3		Grade 4
	2010		2010
ELA	57%		41%
Math	63%		65%
Science	N/A		83%

General Education Students

General Education Students	Grade 3		Grade 4
	2010		2010
ELA	58%		40%
Math	66.3%		65.6%
Science	N/A		%

English Language Learners

ELL Students	Grade 3		Grade 4
	2010		2010
ELA	21%		16%
Math	52%		41%
Science	N/A		%

Special-Education Students

Sp. Ed. Students	Grade 3		Grade 4
	2010		2010
ELA	50%		50%
Math	38%		69%
Science	N/A		%

These accomplishments were achieved despite the following challenges:

A current challenge we are facing is the recent increase in special needs students including English Language Learners and Special Education. The high percentage of English language learners enrolled has remained consistent over the past years. Also, approximately 80% of the student population is economically disadvantaged; some living in temporary housing. In addition to the population of students in temporary housing, we also serve students from the local battered women's shelter in our school zone. These students require coping skills, as well as emotional support and guidance, before being able to focus on their academics.

Other challenges we encounter is the changing population within the local community and students with interrupted instruction because of their frequent moving back and forth from the United States to their parents country of native origin.

Another challenge is maintaining good student attendance. Teachers play an important role in encouraging good student attendance. Class certificates are given to the classes whose attendances meet our school criteria of 95%. Students with 100% attendance each month receive a certificate. In addition, a letter is sent home to the parent for this achievement. To address our attendance concerns, we purchased Global Connect, which makes daily phone calls to parents to inform them if when their child/children are late or absent. In addition, the Secretary meets with Administration to ensure that attendance follow-up and outreach referred report (407's), a report automatically generated when a student has ten consecutive absences, are updated and closed.

Parents of students whose attendance is below 92% are informed of their child's attendance via updated quarterly attendance letters. Parents are expected to sign and return the quarterly attendance letters to their child's teacher. In addition, excessive absence/lateness is noted on the child's report card. During parent teacher conferences, teachers discuss with parents the negative impact that poor attendance and/or excessive lateness have on academic achievement. Parents are then requested to visit with the Principal to discuss solutions that will best meet the needs of students. All efforts to contact parent (calls, letters and visits) are documented in Automate the Schools (ATS) information log, known as ilog.

Despite these challenges we remain committed to the cause of meeting the needs of students, as seen in our progress. Thus, we strive to provide intensive professional development.

We have noticed the following patterns and trends:

Special Education

There are three 3R bilingual (12:1:1) classes; the ratio is 12 students with 1 teacher and 1 educational assistant. Student support staff and related service providers work with the students in literacy and mathematics. Individual student needs are met as recommended on their Individual Education Plan (IEP). The teacher's approach is process oriented, using a literature and content based curriculum in addition differentiating instruction. This approach is consistent with all classes across the grades. In addition, some of these classes are receiving additional services such as Wilson to help the students meet their IEP goals.

After analyzing our ELA data, we noticed that our special education population is beginning to bridge the gap between themselves and the general education population. The fourth grade special education students meeting proficiency in Math matched the general education students. However, the number of third grade special education students proficient in Math was below the general education students.

English Language Learners

The bilingual program at P.S. 291 is a transitional program. There are four bilingual classrooms, Kindergarten to third grades, and three 3R bilingual special education classes. In addition, we have a large population of English Language Learners. Our program is designed to increase students' second language instruction as they progress in their educational career and at the same time continues to nourish their literacy in the native language. The antecedent is reflected through the weekly class schedule in which the language of instruction for each content area to be delivered is shown. The schedule is implemented as prescribed in order to guarantee the literacy development in the native language and the second language acquisition. With the use of linguistic and scaffolding strategies, the teacher can accommodate the English Language Learners (ELL) different levels of English language proficiency. This is true for both the bilingual ELL's and the ELL's in our monolingual classes. In order to meet our ELL's needs for this year, we moved the 4th grade ELL's into one class and are supporting them with intensive English as a Second Language (ESL) services. In addition, they are utilizing Avenues, a language development program. Assessment data shows that our ELL students have made significant progress towards closing the achievement gap in math proficiency; however, this population is currently still behind the non-ELL students proficiency in ELA.

Our ESL program services approximately 98 students. The program is a push-in program serviced by a licensed ESL teacher. We have a second grade self contained ESL class instructed by another

ESL licensed teacher. In addition, the students who have passed the New York State English as a Second Language Achievement Test (NYSESLAT) continue to be supported using ESL methodologies. ELLs participate in the arts, science and literacy programs, which are funded through our Project Arts funds.

We still have a high percentage of ELLs as compared to similar and city schools most of which are in a bilingual program. We need to continue moving our ELLs towards meeting the standards. In order to support our ELL's to meet this goal, all Bilingual classes, as well as classes with a large ELL population, will use the Avenues Language Development Program. This will help Limited English Proficient students to develop their vocabulary and language acquisition.

Careful consideration is given when deciding whether to place ELL students in a Bilingual or ESL program. At risk ELL students have been provided academic intervention strategies in both literacy and math through the services of a guided reading specialist, an early childhood intervention teacher, and a math cluster. The classroom teachers also provide small group and individualized instruction. School meetings with parents are held to discuss expectations, curriculum and responsibilities.

Factors which contributed to our success are:

- ***Systems and structures of support for teachers:***

- Coaches/Staff Developers

- Provide Professional Development:

- Peer Coaching Method: Demonstration

- Facilitate Planning Collaborative Sessions

- Facilitate Inter-visitations (Focus lens)

- Facilitate Labsites

- Consultants

- Australian United States Services in Education (AUSSIE) in literacy & math

- Differentiated Instruction consultants

- Cambridge consultant support alignment to ELA Common Core Standards

- Technology/Science Infusion

- Informal/Formal Observations

- Formal with specific next steps

- Feedback

- Professional Development Log

- Checklists for: Walkthrough, Bulletin Board, Portfolio

- Mid Year Walkthrough

- Learning Walks

- ***Aligning resources to facilitate standards based instruction:***
 Establishing a shared vision and supporting that vision with classroom materials, manipulatives, and literature.
 Organizing curriculum guides, units and teacher resources such as:
 Curriculum Guides (Good Habits, Great Readers)
 Pacing Schedules (Everyday Math/Units of Study/Science/Social Studies)
 Avenues – (Language Development program for ELL's)

- ***Aligning budget to support goals by allocating funds to purchase:***
 AUSSIE consultants: Math, Literacy
 Differentiated Instruction Consultants
 Coverage for classroom teachers to attend professional development
 Professional Development workshops
 Classroom instructional supplies
 SmartBoards

- ***Parental Outreach:***
 Monthly Calendar
 Monthly Newsletter for each grade
 Parent Orientation (Curriculum) Night
 Parent Teacher Conferences
 Global Connect
 Parent Workshops and informational events such as:
 - Parents and Children Together: Literacy workshop for parents/children of 2nd & 3rd grade
 - Project Arts Parent Engagement
 - Project Arts Showcase Celebration
 - SAPIS Presentation: Co-presenter: Leon Copeland
 - Testing meeting
 - Kindergarten parent workshops
 - Learning Leaders
 - Health Care Workshop for parents & children
 - Registration Workshop
 - School Leadership Team
 - Dial-A- Teacher
 - CEP Briefing

- ***Open forum for communication with constituents of the school community:***
 School Leadership Team (SLT)
 Our SLT meets regularly throughout the school year to assess our Comprehensive Education Plan (CEP) goals and objectives. We revise these areas and implement accordingly. We meet with our constituencies throughout the school year in an effort to discuss, receive feedback and amend the action plans. This cycle repeats itself from September to June: team assessment, constituency input, feedback sharing, amendments and sharing of outcomes with the school community by letters, posted minutes, faculty and parent conferences.

Faculty Conferences

Our monthly conferences allow for faculty input regarding matters in the CEP. Data analysis, including Inquiry Team progress, is presented and discussed with the staff. Educational concerns and successes are shared. Professional Development is presented.

- **Attendance Efforts:**

Monitor attendance daily

Notification to parents by phone calls & mail of poor attendance/lateness

Monthly individual awards for good attendance

Monthly class awards for good attendance

Global Connect notifies parents of absences and lateness

Parent Coordinator meets with parents to discuss attendance concerns

All contacts (phone, mail, meetings) are entered in ATS ilog

Notification to Administration Children's Services (ACS) for severe cases of educational neglect

We have improved student achievement by delivering quality professional development. Our teachers have participated in workshops to target the needs of their students. After conducting a needs assessment, we have concluded that the collaboration between staff, administration, instructional team and visiting consultants had a great impact on the academic development of our students. This collaboration also enhanced the professional development teachers received. In order to maximize teacher and student growth, we will continue with this model.

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 2009-10 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 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 presumably be aligned to the school's annual goals described in this section.

Goal 1: Professional Development- Increase opportunities for teachers' professional and collaborative discourse and planning. Seventy-five percent of our staff members will participate in our ongoing Professional Development sessions.

Time: September 2010-June 2011

Goal 2: Data Driven Learning Community- Expand on the nature and dynamics of a data-driven learning community to improve teacher practice and student learning. Ninety percent of teachers will increase the quantitative & qualitative data they collect to analyze and enhance student learning. Eighty-five percent of teachers will be using data more effectively to monitor student progress.

Time: September 2010-June 2011

Goal 3: Closing the Achievement Gap for At Risk Students Including Those Students with Individual Education Plans-To develop a system for continuous academic improvement of at risk students including those with IEP's. This will be accomplished by creating structural models to support continuous academic growth.

Student achievement in ELA will increase by 5%.

Time: September 2010-June 2011

Goal 4: Math- Implement citywide and State Math standards based curriculum where students will be able to develop an understanding of mathematical concepts and facts using a hands on approach. To create a competent and coherent system where students will be able to problem solve, communicate and reason mathematically.

Student achievement in the New York State Math Exam will increase by 5%.

Time: September 2010-June 2011

Goal 5: Closing the Achievement Gap for English Language Learners in English Language Arts and Mathematics- To develop a system for improvement of ELL students to close the achievement in gap in ELA. This will be accomplished by creating structural models to support continuous academic growth and continuous professional development for teachers who support our ELL population.

Student achievement for ELL's will increase by 5%.

Time: September 2010-June 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 2009-10 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 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): Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase opportunities for teachers’ professional and collaborative discourse and planning. Seventy-five percent of our staff members will participate in our ongoing Professional Development sessions. Time: September 2010-June 2011</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>We encourage deep reflection on our professional development methods to enhance and refine our pedagogy. Professional development is provided using a variety of systems:</p> <ul style="list-style-type: none"> • Coaches and consultants demonstrate best teaching techniques to enhance teachers’ instructional practices, align curriculum to Common Core Standards and develop common assessments. • Literacy and Math A.U.S.S.I.E consultants will work with classroom and out of class teachers • Consultants will focus on differentiated instruction with both classroom and out of class teachers • Common grade planning meetings • Planning meetings for special education, ESL and bilingual teachers • Summer institutes • Inter-visitations & Intra-visitations • Lab-sites <p>Our focus for professional development will be the following:</p> <ul style="list-style-type: none"> • Common Core Curriculum Alignment • Everyday Mathematics (K-4 Teachers & math clusters) • Good Habits/Great Readers (K – 4 teachers, reading clusters & Academic Intervention Service (AIS) teachers) • Differentiated Instructions • Avenues (Bilingual teachers, Bilingual Special Ed. teachers, ESL teachers) • Acuity (3-4 teachers & Technology instructor) • Best practices for planning for instruction (all staff members) • Integrate technology using SmartBoards, classroom computers and Net Trekker

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Responsible Staff Members:</p> <ul style="list-style-type: none"> • Coaches (literacy and math) • Consultants (literacy, math, science & social studies) • Administration • Teachers • AIS Coordinator <p>Target Population:</p> <ul style="list-style-type: none"> • Classroom teachers including bilingual and special education • AIS providers • Cluster teachers <p>Funding/Scheduling</p> <ul style="list-style-type: none"> • Scheduling of funds for Per Session • Scheduling funding for F-Status staff developers to provide professional development sessions • Scheduling of funds for A.U.S.S.I. E. consultants • Scheduling of funds to purchase materials and resources such as professional literature <p>Funding Sources</p> <ul style="list-style-type: none"> • Title 1 • Fair Student Funding • Contract for Excellence
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will look for evidence of our professional development by the following instruments of measure:</p> <ul style="list-style-type: none"> • Formal and informal observations of teachers • Lesson plans • Student work • Planning units • Meeting agendas • Attendance logs • Teachers surveys • Increased student achievement <p>The responsible staff members will periodically review our instruments of measurement to look for gains in teacher pedagogy three to five times throughout the school year.</p>

Subject/Area (where relevant): Data Driven Learning Community

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Expand on the nature and dynamics of a data-driven learning community to improve teacher practice and student learning. Ninety percent of teachers will increase the quantitative & qualitative data they collect to analyze and enhance student learning. Eighty-five percent of teachers will be using data more effectively to monitor student progress. Time: September 2010-June 2011</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>Teachers and administrators will participate in monthly professional development sessions on the use of data to enhance instruction and learning.</p> <ul style="list-style-type: none"> • Teachers will develop a content based protocol for analyzing student work to ensure validity, accuracy and minimize subjectivity. • Teachers will identify ways of displaying and organizing data to make it easier to analyze and utilize. • Teachers will administer and utilize Developmental Reading Assessment (DRA2) and Acuity data to analyze literacy progress, form small group instruction, and differentiate reading instruction based on the aforementioned data • Teachers will administer and utilize Every Day Mathematics (EDM) unit tests and Acuity data to analyze math progress, form small group instruction, and differentiate mathematics instruction based on the aforementioned data • Teachers will administer and utilize Avenues unit tests to monitor language acquisition, form small group instruction and differentiate language instruction based on the data. • Teachers will analyze writing progress by looking at student work samples in order to form small group instruction and differentiate writing instruction. • Teachers will analyze student data in conjunction with their IEP goals in order to inform individual instruction and meet their academic needs. • Teachers and administrators will analyze data in a collaborative setting in order to inform instruction, set student goals, and determine student eligibility for AIS programs, After-school programs, Saturday Programs and Summer school. • Gaps in learning will be identified on the grade 3 and 4 state Math, ELA and Science assessment, as well as in-house formative and summative evaluations. Upon reflection of these gaps, teachers will determine action plans and formulate instruction in order to close these gaps. • Teachers will create common unit assessments in ELA that align to the Common Core Standards <p>Inquiry Team Work:</p> <ul style="list-style-type: none"> • Use of Inquiry Team as a resource to support instruction. • Conduct weekly Inquiry Team meetings • Monitor the progress of targeted group of students to identity patterns, deficiencies and strengths.

	<ul style="list-style-type: none"> • Share and disseminate data to all constituents of the staff <p>Development of Digital Student Progress Report</p> <ul style="list-style-type: none"> • Teachers will monitor individual student progress in literacy using Development Reading Assessment 2 online component, excel spreadsheets, Aquity. • Teachers will monitor individual student progress in language acquisition through the use of Avenues online assessment database. • Teachers will monitor individual student progress in mathematics through the use of excel spreadsheets, Acuity, and Everyday Mathematics Online. • Teachers will inform parents of their child’s progress every six weeks. <p>Responsible Staff Members:</p> <ul style="list-style-type: none"> • Coaches (literacy and math) • Consultants (literacy, math, science & social studies) • Administration • Teachers • Data Specialist Coordinator <p>Target Population:</p> <ul style="list-style-type: none"> • Classroom teachers including bilingual and special education • AIS providers • Cluster teachers (science/social studies)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding/Scheduling</p> <ul style="list-style-type: none"> • Scheduling modified to enable common grade meetings • Substitute teachers will be hired to allow teachers to attend ongoing workshops • Scheduling of funds for A.U.S.S.I.E. consultants to assist in data driven instruction • Scheduling of funds for Differentiated Instruction consultants • Scheduling of funds for Professional Development <p>Funding Sources</p> <ul style="list-style-type: none"> • Children First Funding • Fair Student Funding • Title 1

Indicators of Interim Progress and/or Accomplishment

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

Instruments of Measure: (Responsible staff members will review these instruments throughout the school year to look for gains)

- Each teacher has a Class Assessment Binder to maintain and organize an up to date record of each student's performance in reading, writing and math.
- Lesson plans that indicate the use of data to flexibly group students
- Teachers will use Acuity data to guide instruction
- Teachers will use Developmental Reading Assessment 2 (DRA2) data to form flexible groups and provide strategic instruction
- Teachers will use Avenues assessments to determine next steps in language acquisition
- Administrative one to one meetings with classroom teachers to discuss individual student achievements
- Academic Intervention Service team leader in collaboration with administrative team will meet with service providers every 6-8 weeks to monitor individual student progress.
- Science/social studies cluster teachers will monitor individual student progress through common unit assessments

Projected Gains:

- Teacher surveys to determine their progress in using data effectively and the next steps to guide our professional development
- Increments of scale scores in unit tests
- Improvement in students' reading levels as stated by DRA2 benchmarks.
- Noticing improvement in students' writing abilities by analyzing student work
- Noticing improvements in students' reading and math scale scores by analyzing Acuity online data and ELA/MATH standardized assessments
- Noticing improvements in students' language acquisition by analyzing Avenues E-Assessments and NYSESLAT

Subject/Area (where relevant):

At Risk Students including those with Individual Education Plans

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop a system for continuous improvement of at risk students including those with IEP's. This will be accomplished by creating structural models to support continuous academic growth. Student achievement in ELA will increase by 5%. Time: September 2009-June 2010</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>To provide differentiated instruction in a diverse classroom. This will be accomplished by utilizing a collaborative support system for delivery of instruction.</p> <p>Tasks/Strategies:</p> <p>-General Education Students with IEP's Students with IEP's in general education classes will receive support from both the classroom teacher and a SETTS teacher. This support and instruction will be provided during ELA and math instruction within the general education classroom. In addition, students classified as part time special education will be placed in a self contained special ed class for their area of academic need or receive instruction in a part time special education class.</p> <p>-Self Contained Special Education Classes Teachers and administrators will collaboratively assess which students will qualify for mainstreaming into a general education class. The criteria for mainstreaming will include student academic ability in addition to the social and emotion development of the child. Throughout the year, teachers and administrators will monitor the progress of these students during mainstreaming.</p> <p>-Collaborative Team Teaching Class This year we have a collaborative team teaching class in kindergarten. The class make up is general education with special education students. The supports for this class include a licensed kindergarten teacher, a licensed special education teacher and a part time paraprofessional.</p> <p>-At Risk Students in General Education and Special Education At risk students will be identified based on assessments such as State ELA and Math assessments, DRA 2, Everyday Math Unit assessments, running records, conferring and informal teacher observations. These students will be provided targeted small group instruction in a variety of modalities including guided reading, guided math, after school and extended day programs. Also, classroom teachers and paraprofessionals will provide differentiated instruction to their at risk students. Throughout the year, these students will be assessed to determine next steps and continuously inform instruction.</p>

These models will provide the following benefits:

- Reduce pupil teacher ratio to enable intensified remediation for at risk students
- Provide targeted instruction in ELA and Math
- Differentiate Instruction
- Foster collaboration between classroom teachers and service providers (SETTS, AIS, Special Ed teachers) to provide targeted student instruction
- Provide multiple opportunities for presenting information
- Model listening, speaking and working collaboratively in a partnership
- Provide flexible grouping
- Assess individual special students areas of strengths in order to determine placement for mainstreaming into general education classes
- Monitor and evaluate special ed students performance in the general education population

Through these collaborative models, general education, special ed, AIS and SETTS teachers will employ strategies to:

- Collect data
- Analyze student work
- Use data to inform differentiated instruction
- Provide articulation between general ed and SETTS teacher for planning, analyzing assessments and IEP implementation.
- Monitor and revise student IEP goals

Responsible Staff Members:

- Consultants (Differentiated Instruction)
- Administration
- General Education and Special Education Teachers
- Data Specialist Coordinator
- IEP Teacher
- Related service providers (SETTS, speech teacher, occupational therapists, counselor, physical therapist)
- AIS Teachers

<p>Subject/Area (where relevant):</p>	<p>Math Target Population:</p> <ul style="list-style-type: none"> • Students with IEP's
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Classroom teachers including bilingual and special education • SETTS teachers <p>Implement State Math standards based curriculum where students will be able to develop an understanding of mathematical concepts and facts using a hands on approach.</p> <p>To create a competent and coherent system where students will be able to problem solve, communicate and reason mathematically, and transfer these concepts to real life experiences. Student achievement in the New York State Math Exam will increase by 5%.</p> <p>Target: Special Education, Teachers Bilingual and Bilingual including Special Education Students</p> <p>Timeline: September 2010-June 2011</p> <ul style="list-style-type: none"> • SETTS and IEP Teachers
<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>• Time for Professional Development Days including Summer Academy (Per Diem)</p> <p>Description of Proposed Instructional Strategies for Math: Implement state standards-based curriculum, which promotes empirical exposure of concepts and skills to foster mastery overtime.</p> <p>This curriculum focuses on the skills and strategies students are learning in the classroom. Furthermore, it will provide students with additional opportunities to develop mastery through practice.</p> <p>Instruments of Measure: Tasks/Strategies: (Teacher Support Service)</p> <ul style="list-style-type: none"> • Delivery of Instruction • Professional Development • Student academic progress • Math AUSSIE • Student Portfolios • Onsite Math Coach • Increase in standardized assessment scores: ELE , ELA, Math, EPAL, LAB, NYS Science Exam, NYS ELA • Everyday Mathematics program k-4 pacing • SmartBoard resources • Increase in periodic assessment scores: DRA- 2, Acuity, Rigby, • Writing celebrations <p>Tasks/Strategies: (Student Support Service)</p> <ul style="list-style-type: none"> • Student projects • Progress towards meeting IEP goals. • Math Steps resource K-4 • Math AIS Teacher 1-4 <p>The responsible staff members will periodically review our instruments of measurement to look for gains within our students with disabilities population three to five times throughout the school year.</p> <ul style="list-style-type: none"> • After school program • AIS periods built in to curriculum pacing k-4 • Classroom libraries • SmartBoard

	<p>Instructional Practices:</p> <ul style="list-style-type: none"> • Cooperative Work • Content Integration: Reading, Writing, Science and Art • Questioning (open-ended) • Justification of Reasoning • Content Writing • Accountable Talk • Use of Equipment/Manipulatives • Problem-Solving Strategies • Goal setting • Ongoing assessments (unit assessments, conferring, tests) <p>Responsible Staff Members:</p> <ul style="list-style-type: none"> • Coaches (literacy and math) • Consultants • Administration • Teachers • Data Specialist Coordinator • Math AIS and cluster Teachers <p>Target Population:</p> <ul style="list-style-type: none"> • Classroom teachers including bilingual and special education • Math AIS and Cluster teachers • Students in grades K-4
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding/Scheduling</p> <ul style="list-style-type: none"> • Classroom Teachers • Math Coach • Literacy Coach • Math Staff developer • Literacy Staff developer • Math/Science/Technology Cluster • Early Childhood Reduction Teacher

	<p>Funding Sources</p> <ul style="list-style-type: none"> • Title 1 • Student Fair Funding • Children's First Funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Instruments of measurement:</p> <ol style="list-style-type: none"> 1. Periodic: <ul style="list-style-type: none"> • Unit Tests • Standardized Assessments for Grade 3 and 4 • Acuity Assessment 3-4 2. On-Going: <ul style="list-style-type: none"> • Portfolios • Math Logs/Journals • Homework • Conferencing • Hands on investigations 3. Product: <ul style="list-style-type: none"> • Student Work/Project Displays 4. Technology Integration: <ul style="list-style-type: none"> • Everyday Mathematics resources for SmartBoard • Nettekker (online teacher resource lesson database aligned to standards) • Technology cluster teacher <p>Projected Gains: 5% in Standardized Assessments for:</p> <ul style="list-style-type: none"> ▫ Third and Fourth Grade: New York State Mathematics Exam

Subject/Area (where relevant):

Closing the Achievement Gap for English Language Learners in English Language Arts and Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To develop a system for improvement of ELL students to close the achievement gap in ELA and Math. This will be accomplished by creating structural models to support continuous academic growth and continuous professional development for teachers who support our ELL population. Student achievement for ELL's will increase by 5%. Time: September 2009-June 2010</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teacher Support</p> <ul style="list-style-type: none">• Team teaching with licensed ESL teacher• Continuous professional development in Avenues Program and best practices of language acquisition• Continuous professional development in differentiated instruction to further meet the needs of our ELL population• Planning periods with push in ESL teacher to strengthen collaboration• Extended time support to provide targeted small group instruction• Professional development aligning Avenues program to ELA Common Core Standards• Professional development on creating standards based common assessments• Math and Literacy coaches• Math and Literacy AUSSIE <p>Student Support</p> <ul style="list-style-type: none">• Implementation of Avenues Program in order to strengthen language acquisition in addition to reading, writing, listening and speaking skills.• Integrate technology with SmartBoard and classroom computers to meet various learning styles and modalities• Participate in targeted small group instruction with classroom teacher• Participate in targeted small group instruction with AIS (ELA & Math) teachers• Math cluster teacher• Differentiated instruction to meet the wide range of needs of students• After school, Saturday School, Spring Academy and Extended time to further support language acquisition and ELA growth/progress

	<p>Responsible Staff Members:</p> <ul style="list-style-type: none"> • Literacy and Math coaches • Classroom teachers • ELL Teacher • Administration • Consultants <p>Target Population:</p> <ul style="list-style-type: none"> • Current ELL students (Beginner, Intermediate and Advanced proficiency levels) • Former ELL's to provide continued academic support
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding/Scheduling</p> <ul style="list-style-type: none"> • Classroom teachers • ESL teacher • Literacy and Math coach • Literacy and Math staff developer • Literacy and Math cluster teachers • Technology cluster teacher • Consultants • Early childhood reduction teacher <p>Funding Sources</p> <ul style="list-style-type: none"> • Tax Levy • Title 1
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Instruments of Measure:</p> <ul style="list-style-type: none"> • DRA2 Assessment K-4 • Avenues E-Assessment K-4 • Acuity Assessment 3-4 • NYSELAT Assessment k-4 • Standardized Assessments 3-4 • Math unit assessments • Informal classroom assessments

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

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	50		N/A	N/A	1			
1	50			15	1			1
2	60	50		15	2			1
3	50	50	20	15	2			
4	65	65	20	15	3			
5								
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.).		
	Academic Intervention Service	Method of Delivery	When
ELA:	Wilson Guided Reading Words Their Way Great Leaps Extended Day Project Ram	Small Group Small Group Small Group Individual Small group Small Group	During School During School During School During School During School 50 minutes After School
Mathematics:	Everyday Math Project Ram Guided Math Groups Everyday Math Online Games	Small Group Small Group Small Group Individual	During School After School During School During School
Science:	Guided Reading teachers utilize science themed non-fiction books to support reading strategies and science content	Small Group	October -June
Social Studies:	Guided Reading teachers utilize social studies themed non-fiction books to support reading strategies and social studies content	Small Group	October -June
At-risk Services Provided by the Guidance Counselor:	Counseling	Individual and/or Small Group as per IEP	During School
At-risk Services Provided by the Social Worker:	Counseling Crisis Intervention	Individual Individual as needed	During School During School
At-risk Health-related Services:	Educational Assistant - Health	Individual	During School
Social/Non-Instructional Support Services:	Conflict Resolution Advisor Student Council	Individual or small group Small group	October -June

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) LAP narrative to this CEP.

P.S. 291 Language Allocation Policy 2010-2011

In order for our English Language Learners to meet the high standards, it is imperative that they have access to a coherent program that ensures their engagement in rigorous academic activities that promote conceptual and linguistic development. At Public School 291, we have approximately 190 English Language Learners in grades Kindergarten through Fourth grade. These students are being serviced in bilingual classrooms or through a free-standing ESL program.

ELL Identification Process

At PS 291 we have two ESL/Bilingual licensed pedagogues present during the registration process. These pedagogues assist the parents/guardians in completing the Home Language Survey. Upon completion of the HLIS, such pedagogues initiate an informal oral interview in English and in the native language. Depending on these findings, the eligible students will be administered the LAB-R within the first ten days of their initial enrollment.

Cut scores on LAB-R determine service eligibility for new entrants. Students who come from a home where a language other than English is spoken, and who are entitled based on LAB-R testing, remain entitled until they test out, by scoring at the appropriate level on a spring administration of the NYSESLAT.

In an effort to ensure that parents are well aware of the different program choices available at our school, we offer parent orientation workshops during the intake process. A certified bilingual or ESL teacher facilitates these workshops. The focus of the workshop is to inform and educate parents about all three instructional language programs offered by The New York City Department of Education. Parents must view the NYC language program video in their native language, meet with our ESL teacher to discuss concerns, and complete a Home Language Survey. Once parents gain a better understanding of the instructional goals embedded in each program, they have the flexibility and option to register their child with the program of choice. All Program Selection Forms are completed during the interview with the ESL teacher and therefore this form is on file

for all ELL students. In cases where the home language is one that no one in the school speaks, the pedagogues seek assistance from the translation and interpretation unit to provide over the phone interpretation services to ELL parents.

Our school ensures that Entitlement Letters and Parent Survey and Program Selection forms are completed at the time of intake. Therefore, these documents are available immediately upon the completion of the registration process and are kept on file at the school.

Once a student has been identified as an ELL, the parents enter into a consultation with the pedagogue in their native language. At this consultation, the parent reviews the three program choices with the pedagogue, views the video, and is given the opportunity to ask any questions and address concerns with the pedagogue and parent coordinator.

After reviewing our Parent surveys and Program Selection Forms for the last few years we see a trend of more parents requesting monolingual classes with ESL services as opposed to Bilingual classes for their children. Parents are concerned that their children will be eligible for ELA testing much sooner than in the past. Therefore, the majority of our parents are choosing monolingual classes with ESL services. The program models provided at our school are all aligned with parent requests.

ELL Programming and Scheduling

We strongly believe that students acquire literacy most effectively in the language most familiar to them. Therefore, our Transitional Bilingual Program is designed so that our pupils develop conceptual skills in their native language as they learn English. This program includes an ESL component to develop skills in listening, speaking, reading, and writing. In addition, a native language component is integrated in an effort to develop communication skills in the students' home language while cultivating an appreciation of their history and culture. As the student's English language proficiency increases, instructional time in the native language decreases. When ELLs reach proficiency on the NYSELAT, they are transferred to an all-English program with transitional support. Our main objectives are to:

- Provide grade level academic work in the student's native language to develop conceptual understanding and learning strategies that will prepare ELLs to think critically, problem solve and communicate in two languages.
- Attain English Language proficiency within three years
- Develop oral and written fluency: BICS and CALP

In addition to our Transitional Bilingual Program, our school offers a Free Standing ESL Program. Students in our ESL Program receive all instruction in English. The number of ESL instructional units that a student receives is determined by the student English language proficiency levels (as determined by the LAB-R or NYSESLAT scores.) These services are provided through two different instructional models:

1. Push-in Model: The ESL teacher works with ELLs during content instruction in collaboration with classroom teachers to provide language acquisition and vocabulary support while retaining their content instructional time.
2. Self Contained Model: A licensed ESL teacher will provide instruction in English using ESL methodologies.

We have heterogeneous grouping for both our Transitional Bilingual Program as well as our Free Standing ESL classes.

During the course of the day, the students will receive their mandated ESL minutes from the bilingual classroom teacher. Students who scored Beginner or Intermediate on the NYSESLAT will receive 360 minutes per week. Those who scored Advanced will receive 180 minutes per week. This will be evident in the schedules of the bilingual teachers and their flow of the day. Students will be grouped heterogeneously; therefore, language of instruction will be differentiated depending on the level of English proficiency.

The ELLs who are in monolingual classes will be given their mandated minutes of ESL instruction by a free-standing ESL teacher using the push-in model. The ESL teacher will help to develop the reading, writing, listening and speaking skills of these students through a variety of ESL strategies.

To develop content understanding we are using Everyday Mathematics developed by the University of Chicago. Grade specific Scott Foresmen's textbook are being utilized for Science and Social Studies in order to provide instruction in the students native language. All instructional resources selected will improve our ELL students' skills through content rich curriculum and incorporate the New York State Standards into their work.

There are certain ELL populations in the school which are in need of more specific and skill based instruction. These groups include: SIFE students, Long term ELLs, newcomers and ELLs with special needs. In order to provide additional support for these groups, our Academic Intervention Service Coordinator will offer the following Academic Interventions:

- Wilson Reading Program
- Great Leaps
- After-School
- Saturday Academy
- Spring Academy

- 50 Minutes Small group instruction
- Summer School
- Foundations
- AIS guided reading
- Related services as per IEP, if applicable

It is of prime importance that our new arrivals feel socially accepted and others see them as knowledgeable people from a respected culture. To ease the cultural transition and facilitate adaptation, it is crucial that our newcomers are appropriately placed and provided with the necessary tools to be successful. For our newcomers, who are at the beginning level on the assessments, we will also provide AIS support. They will be invited to attend after school programs funded by Title III and the Saturday academy as well. These programs will improve decoding skills, phonemic awareness and building basic interpersonal communication skills.

Special Education ELLs will receive mandated ESL services based on their IEP's. They will participate in after school and Saturday academies to build their Reading, Writing and Mathematic skills. Our I.E.P. teacher provides small group instruction to our Special Education ELL Students using the Wilson Program. She provides services to students who are experiencing reading difficulties.

SIFE students will participate in several different academic intervention programs to help them develop the basic skills they are lacking due to their interrupted education. We will provide a period of AIS instruction each day. We will also provide support to these students during the 50 minutes extended time as well.

Long term ELLs will receive extra support through the use of Q-TEL strategies. This will be used by the ESL teacher who has been trained in Q-TEL. This model will help to develop academic cognitive skills, reading comprehension skills, fluency, critical thinking skills and other cognitive and meta-cognitive skills.

By continuously analyzing data from the ELL assessment (LAB-R, NYSESLAT) and other assessments (DRA, teacher observations) throughout the year, we are able to track the progress or lack of progress of the ELLs in our building. By identifying their next steps and strengths, we can design our academic intervention services to be more specific and effective, and at the same time revise and refine our instructional modalities.

Our Transitional Bilingual and Free-Standing ESL program will offer a supporting structure of scaffolding strategies to ensure ESL and academic development. Our ESL classes and content area lessons will be taught using the six main types of instructional scaffolding techniques:

- Modeling
- Bridging
- Contextualization
- Schema building
- Text Representation
- Meta-cognition

To further enhance the growth of ELLs in literacy, our teachers follow the Avenues Program. This program provides comprehensive, research-based instruction which is aligned to the NYS Standards. The program provides multi-level teaching strategies, multi-level materials, and multi-level assessment. Teachers use the assessments to diagnose, plan instruction, and monitor progress. In addition, we also provide the following literacy-based enrichment activities.

- Dream Yard
- Book of the Month
- Poem in your Pocket
- Project Arts
- SETTS (selected students with IEPs)

In order to provide transitional support to these students, we will invite them to attend the same afterschool programs that all ELLs will attend. In addition, our proficient level students continue to receive ESL support from ESL teacher. The ESL teacher and the classroom teacher have ongoing articulation to monitor the progress of these students throughout the school year. In addition, these students are entitled and will be provided with the appropriate testing accommodations for two additional years.

After analyzing our NYSESLAT, ELA, and Math data, we conclude that our ELL students require additional support in the areas of reading and writing. We therefore plan to include the reading program Good Habits Great Readers, LeapFrog, and Wilson to provide supplemental support to our ELL students.

At this time, we have no plans to discontinue any of our programs or services to our ELL students.

Our ELL students are invited and participate in all school programs such as Project Arts, Project MERIT, and Project RAM. This participation is not limited to academics. It extends to social events such as Parent and Student Celebrations, Cultural Diversity Day, and Parent Engagement in the Arts.

We have purchased instructional materials to support our ELLs. These materials include but are not limited to Avenues, Kidpiration, Reading Basics, and SmartBoards in all ELL classrooms.

Native language support in Transitional Bilingual and ESL classes is provided in the following ways:

- Instructions/Directions in the native language
- Glossaries
- Buddy system

All of our ELL support services, resources, and materials correspond to ELLs' ages and grade levels.

Our parent Coordinator and our Community Coordinator hold parent/child orientation for newly enrolled ELL students before the beginning of the school year. During this orientation, parents/children are welcomed to our school, they view a presentation about our school and the Department of Education, Question and answer time, and a tour of our school.

Professional Development and Support for School Staff

As always, professional development will be a priority at our school. Our professional development is geared to address the needs of the staff to enhance instructional practices. Our ESL instructor, literacy and math coach, and staff developers provide staff development by modeling lessons, conferring with teachers, and assisting with planning lessons. They also arrange for interclass visitations so teachers are able to observe and debrief best instructional practices as they learn from each other. In addition, grade specific educators meet on a weekly basis with the coaches and/or staff developers to discuss implementation outcomes, express needs, concerns, and plan next steps for the grade (individual teachers) and/or staff development for the next session.

Our ESL teachers and our bilingual teachers attend Q-tel trainings, BETAC workshops, and workshops offered by OELL. The ESL teacher then turns pertinent information to the rest of the school staff during school based PD. Our teachers participate in grade level meetings with the ESL and Bilingual teacher where ELL strategies are discussed and shared.

The parent coordinator and the community coordinator reach out to the local middle school to set up a parent orientation. At this orientation, parents become familiar with middle school expectations and procedures such as departmentalization.

All new school staff are provided a minimum of 7.5 hours of ELL training as per Jose P.

This professional development will include:

- What is the Jose P. consent decree?
- CR Part 154
- Extension of Services
- Language Allocation Policy
- How is an ELL student identified?
- ELL Programs
 - Dual
 - Bilingual
 - ESL
- Testing
 - LAB-R
 - NYSESLAT
 - Accommodations
- Data/Data Interpretation
- How do we distinguish between a disability and language acquisition?
- Stages of Language Acquisition
- Strategies to teach ELLs
 - CALLA
 - BICS
 - CALP

Parental Involvement

Parental involvement at our school is encouraged. Our parent coordinator schedules one-to-one meetings for our parents with their child's classroom teacher. In addition, parents are invited to attend celebrations, parent engagements, and workshops throughout the school year. For example, before testing time, parents of third and fourth graders are invited to attend a testing workshop with the principal. During this workshop, parents are informed of state standards, the testing strategies that can be extended to the home, test format, and benchmarks. ELL parents are invited and participate in all

of these activities. In addition, the school continuously communicates with parents through a monthly school calendar and a monthly parent news letter.

Our Community Coordinator along with our Parent Coordinator reach out to different organizations to provide workshops to our parents. These workshops include but are not limited to Health Plus, Mammography Screenings, Bronx Community College for English classes, GED classes in the communitiy, and Alianza Dominicana (support for newcomers).

We evaluate the needs of our parents through conversations and surveys. After a workshop, we have parents fill out a questionnaire in order to receive feedback about the particular workshop. In addition, we ask the parents if there are any other workshops they would find beneficial.

We review parent surveys as well as the School Survey in order to determine parent needs. After this review process, we then determine the activities parents felt were most needed. We then plan activities and workshops around these needs.

Review of Data

Our school uses DRA and Rigby to assess the early literacy skills of all our students including our ELLs. Our data indicates that our ELL students are struggling readers performing below grade level. This information requires us to provide differentiated instruction and small group instruction to our students. Our school had hired consultants to provide professional development (guided reading, differentiated instruction) to our teachers in an effort to help the teachers better meet the students needs.

Students show marked improvement after being in our Transitional Bilingual program for one to two years. Most of our beginner level students are in grades K-2. Most students move towards intermediate and advanced levels after approximately three years.

Transitional Bilingual Education - NYSESLAT DATA Spring 10

Grade	English Language Proficiency			
	Beginner	Intermediate	Advanced	Proficient
K	16	6	2	0
1	4	8	18	0
2	11	11	6	2

3	2	5	13	1
4				
Total	33aaa	30	39	3

Students in the free-standing ESL program are doing considerably well. We have the fewest number of students at the beginner level. We have the highest number of students at the advanced level. Thirty-four of our ESL students have reached the proficiency level.

Free Standing ESL - NYSESLAT DATA Spring 10

Grade	English Language Proficiency			
	Beginner	Intermediate	Advanced	Proficient
K	4	6	2	1
1	6	3	9	8
2	0	4	6	8
3	0	0	5	6
4	1	5	16	11
Total	11	18	38	34

An analysis of the breakdown of NYSESLAT scores across the four modalities of: reading, writing, listening and speaking show that students perform higher on the listening and speaking than they do on the reading and writing sections. This data pattern affects instructional decisions in many ways. For example, since we find that our ELLs are weaker in reading and writing, we provide differentiated instruction and small group instruction during the school day, extended time, and after school in the area of literacy. Our coaches and AIS team members support these struggling students in addition to the classroom teachers.

	Modalities	Spring 2010			
		B	I	A	P
K	Listening & Speaking	3	15	14	5
	Reading & Writing	20	10	3	4

1	Listening & Speaking	2	4	33	17
	Reading & Writing	10	10	16	20
2	Listening & Speaking	1	3	18	26
	Reading & Writing	11	15	12	10
3	Listening & Speaking	2	0	3	27
	Reading & Writing	2	5	18	7
4	Listening & Speaking	0	2	5	26
	Reading & Writing	1	5	15	12
TOTAL LISTENING & SPEAKING		8	24	73	101
TOTAL READING & WRITING		44	45	64	53

Students in our bilingual program have continued their progress in their native language. At the same time, we have seen growth in their academic development as it pertains to English Language Arts. Bilingual students have made major gains in their mathematics achievement.

Students in our ESL program have also made positive gains in the ELA state exam, as well as the DRA2. Data shows that our ESL students are closing the achievement gap faster than the students in bilingual program. As a school community (parents, teachers, administrators) we have begun a more indepth conversation and data analysis to effectively provide additional support to our students in bilingual education.

We evaluate the success of our programs for ELLs by looking at our data. We look at our students' entry level and we monitor their progress using DRA, Rigby, Periodic Assessment, NYSESLAT, Simulations, and teacher observations. The results will determine the need for further intervention.

In reviewing our data from the ELA exam we find the following (see chart below):

- Out of the 62 ELL students who have taken the ELA, most students have scored a level 2 (approaching grade level).

- 10 of our third and fourth grade ELL students are performing on grade level.
- No ELL students achieved a level 4.

In reviewing our data from the Math exam we find the following (see chart below):

- Out of the 64 ELL students who have taken the MATH exam, 23 students have scored a level 3 (performing on grade level).
- In addition 5 ELL students achieved a level 4.
- 33 ELL students scored a level 2 (approaching standards)
- 3 ELL students scored a level 1 (below grade level)
- 4 students took the MATH exam in their native language.

ELA and MATH Exam Data for 2010

		Level 1		Level 2		Level 3		Level 4		Total	
		ENG	NL	ENG	NL	ENG	NL	ENG	NL	ENG	NL
ELA											
ELA	3rd	10		15		5		0		30	
	4th	8		19		5		0		32	
	Total	18		34		10		0		62	
MATH											
MATH	3rd	0	1	14	1	13	0	2	0	31	0
	4th	0	2	18	0	10	0	3	0	33	0
	Total	0	3	32	1	23	0	5	0	64	0

Conclusion

NOVEMBER 2010

We firmly believe that all children can learn regardless of place of origin. We also believe that they can meet and exceed standards. Always keeping that vision in mind, our language acquisition programs will provide efficient, effective, rigorous, and comprehensive pedagogical structure and processes that will ensure that all ELL students develop their basic interpersonal communication skills and cognitive academic language needed to succeed.

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

Form TIII – A (1)(a)

Grade Level(s) K to 4 **Number of Students to be Served:** 190 LEP _____ Non-LEP

Number of Teachers 10 **Other Staff (Specify)** Assistant Principal

Assistant Principal
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.

Instructional Program

❖ Type of Program and details

Public School 291 will have an after school program that will serve students in grade 1 through grade 4. Students will be grouped according to their language acquisition level as measured by the results of the NYSESAT, ELA and MATH. The Program will provide additional assistance to ELL students three times a week from 3:30 pm to 5:00 for a duration of 20 weeks. This after school program will support a total of 110 ELL students (6 classes).

❖ Rationale for the Program

After conducting a needs assessment, we have concluded the following:

1. An analysis of the breakdown of NYSESLAT scores for grades K to 4 across the four modalities of: reading, writing, listening and speaking show that students perform higher on the listening and speaking than they do on the reading and writing sections.
2. An analysis of the breakdown of the 3rd and 4th grade ELA scores shows that 18 students scored a level 1, 34 students scored a level 2, 10 of our students scored a level 3, and 0 of our ELL students scored a level 4.
3. An analysis of the breakdown of the 3rd and 4th grade MATH scores shows that 3 students scored a level 1, 33 students scored a level 2, 23 of our students scored a level 3, and 5 of our ELL students scored a level 4.

In order to enhance academic growth and support our ELL students, an after school program is needed in order to provide these students with differentiated instruction through small group work. The program will focus on students' needs and areas of weakness such as vocabulary, comprehension, and reading fluency. The program will also look at maintaining and further developing student strengths in the area of mathematics. By supporting ELL students in the early grades of 1st and 2nd we hope to keep the achievement gap of our ELLs from growing. By supporting our ELL students in grades 3 and 4 we know students will achieve grade level standards.

❖ Description of the Program

Six bilingual teachers will implement the literacy and math frameworks in six classrooms using the workshop model. This model allows teachers to work with students on an individual basis, in small groups and whole class. In order to support our ELL students in the best possible way, we will break up our after school program into the following focus areas:

Grades 1-2

Students in grades 1-2 will focus on vocabulary building, decoding, phonics, and reading strategies. The teachers will use literature in which the illustrations match the text. In the content area of mathematics, the teachers will use inquiry and project based learning activities. This requires using hands-on manipulatives for greater comprehensive for the English Language Learners. Students will spend Tuesdays and Wednesdays working in their area of need, Literacy, and Thursdays working on their area of strength, Mathematics.

Grades 3-4

Students in grades 3-4 will focus on reading comprehension and fluency. Learning activities are planned to scaffold students' learning from previously mastered material to new concepts. We will look at the outcome of our assessment tools to drive our instruction in order to meet the students' needs, increase their strengths, deliver lessons suitable to their learning styles and achieve student outcome. Therefore, through the careful analysis of running records, teacher made exam, check lists, portfolio and teachers observation we can achieve this and also look at additional support systems to put in place in order to move the students to excel to their maximum potential. English will be the primary language of instruction. We will also purchase materials in the student's first language (classroom library) to ensure that they continue reading in their native language as they acquire the second language. We will purchase NYSESLAT Support Materials (Empire State NYSESLAT ESL/ELL). In the content area of mathematics, students will continue to develop their vocabulary and math skills. Students will spend Tuesdays and Wednesdays working in their area of need, Literacy, and Thursdays working on their area of strength, Mathematics.

❖ Parental Involvement

We intend to have a celebration every four to six weeks. Students will showcase the culminating activity for the unit they have been studying. This celebration will include a share aloud in which parents will have an opportunity to listen to their children read as well as become active participants in the development of their child's academic progress.

Prior to the celebration, the ESL teacher will meet with the parents to discuss how the students' work is linked to the state exams of NYSESLAT, ELA, and MATH. The parents will receive packets discussing expectations for each exam. In addition, parents will also receive information on what the school is doing to help their children and how they, the parents, can help support their children at home.

At the end of every celebration, we will have time built in, to ensure that all parents have time to sit with the classroom teacher to discuss each child's individual progress along with the best possible ways to support the student at home.

❖ Professional Development

Professional development is provided using a variety of systems. Our teachers participate in professional development during school hours as well as after school hours.

After School Hours

Teachers will meet on 4 Mondays during the duration of the program for 1.5 hours to discuss strategies and skills to be used during instructional time. Literacy coach and academic intervention team leader and ESL teacher will facilitate and lead the professional development opportunity. Together they will devise a plan to meet the academic needs of the students. The assistant principal, in charge of supporting ELLs, will participate as a supervisor and active participant.

During School Hours

Administration has planned a schedule accommodating common preps for the following: grade level planning sessions, intra-grade planning sessions facilitated by grade leaders, and specialty areas such as special education, ESL and cluster teachers. In addition, a professional development resource site containing literacy, math, content area and specialty area (ESL and Special Ed.) materials is available to all staff members.

During professional development, we try to provide meaningful strategies to help guide the instructional program. We work with schedules, create study groups, provide resources, and professional literature. We continue to strengthen in terms of teachers planning together. We have utilized staff strengths to facilitate planning sessions and professional development. For example, the ESL teacher provides professional development workshops incorporating strategies and techniques for ELL's.

Our Professional Development will be around *Guided Reading*. *Guided Reading* is a small group instructional model that allows teachers to provide instruction that targets specific reading strategies for the 4-6 students he or she is working with at one time. Guided reading groups are at the students' instructional reading level. This means that students can successfully read 90% - 94% of the words correctly. Students should be assessed before being placed in an appropriate homogeneous group at their instructional reading level. Guided Reading Groups are the backbone of a balanced literacy program. Because students are grouped by reading ability, you can target each group's specific needs. Ideally, you should meet with each group at least 4 days a week for approximately 20 minutes each day. If this is not possible, you may consider meeting with your "at-grade-level" groups and "below-grade-level groups 4-5 times a week while meeting with your "above-grade-level" group(s) 2-3 times a week. Research indicates that, to increase fluency and comprehension, the same story should be read 3-5times. The Professional Development for the teachers will be provided by AUSSIE consultants.

Title III monies will not be used for during school hours professional development such as AUSSIE.

Form TIII – A (1)(b)

School: PS 291 Bronx

BEDS Code: 321000010291

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>Professional salaries (schools must account for fringe benefits) A. Per session</p> <p>B. Professional Development</p>	<p>540 hrs @ \$49.75 \$26,865.00 Total</p> <p>63 hrs @ \$49.75 \$3,135.00 Total</p>	<ul style="list-style-type: none"> ❖ 6 Bilingual Teachers ❖ After school program to provide additional academic support to English Language Learners. ❖ The program strengthens vocabulary comprehension, and reading fluency as our students develop their second language literacy. ❖ Teachers will meet on 4 Mondays during the duration of the program for 1.5 hours to discuss strategies and skills to be used during instructional time. Literacy coach and academic intervention team leader and ESL teacher will facilitate and lead the professional development opportunity. Together they will devise a plan to meet the academic needs of the students. The assistant principal, in charge of supporting ELLs, will participate as a supervisor and active participant.
<p>Supplies and materials A. Must be supplemental. B. Additional curricula, instructional materials. C. Must be clearly listed.</p>	<p>\$540.00</p>	<ul style="list-style-type: none"> ❖ Purchasing of after school instructional materials to support English Language Learners the after school academic program. ❖ Empire State NYSESLAT

Parental Involvement Non-contractual services		❖ Refreshments for parents and students during celebrations will be covered using other funds.
TOTAL	\$30,540.00	

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.

The following data and methodologies were utilized to determine parents' preferred language of communication:

- Home language survey
- School report card data
- Parent surveys
- Oral translation request

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.

The local community makeup is 85% Hispanic. We are a local zone, neighborhood school, which serves this community. As a result, all notices, memorandums and other parent information communication is provided in Spanish as well as English.

These findings were reported to the school community via the following:

- School leadership team meeting
- Monthly calendar
- Parent coordinator workshops or meetings
- Parents Association meetings
- Parent memos
- Weekly Newsletter per grade

An oral translator is provided at all of the above-mentioned meetings.

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.

Written translation services will be provided in-house by school staff. A large percentage of staff members are bi-literate in English and Spanish. Other staff members are available to communicate with parents in Italian, Albanian, and Korean. Written translations will be provided for: monthly calendar, all memorandums and individual parent letters (as needed).

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.

Oral interpretations will be provided in-house by staff members who are fluent in the parent's native language. Members include: the parent coordinator, secretary, supervising school aide, coaches, teachers, and administration.

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>.

Written translation services will be provided in-house by school staff. A large percentage of staff members are bi-literate in English and Spanish. Other staff members are available to communicate with parents in Italian, Albanian, and Korean. Written translations will be provided in house of: parent newsletters, monthly calendar, all memorandums and individual parent letters (as needed).

Oral interpretations will be provided in-house by staff members who are fluent in the parent's native language. Members include: the parent coordinator, secretary, supervising school aide, coaches, teachers, and administration.

Translation services will be provided for all parental communication including the following:

- Monthly Calendar
- Parent Surveys
- Parent Memorandums
- Parent Letters
- Phone Calls
- Parent Newsletters

In addition, vendor translation services will be used as needed.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$783,000		\$783,000
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,830		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$39,150		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	\$78,300		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%
9. If the percentage of high quality teachers during 2010-2011 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.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT
NOVEMBER 2010**

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by Public School 291 on September 2009 and remains in effect for a period of two years. Parents will receive a new copy in September 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 11, 2011.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

PS 291 School-Parent Compact-Parent Involvement Policy

School Responsibilities: PS 291 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Teach classes through interesting and challenging lessons that promote student achievement.
 - Endeavor to motivate the students to learn.
 - Have high expectations and help every child to develop a love of learning.
 - Communicate regularly with families about student progress.
 - Provide a warm, safe and caring learning environment.
 - Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades K-2 and 60 minutes 3-4).
 - Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
 - Actively participate in collaborative decision making, consistently work with families and school colleagues to make our school an accessible welcoming place for families.
 - Respect the school, students, staff, and families.
 - Provide necessary assistance to parents so they can help their child learn.

2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:
3rd week in November and 2nd week in March

3. Provide parents with frequent reports on their children's progress.
 - Report cards
 - Math progress report
 - Reading progress report
 - Attendance report

This information will be disseminated during Parent/Teacher Conferences or individual meetings.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents could set up appointments with their child's teacher by contacting the parent Coordinator
 - Teachers will have one preparation period a week or as need it dedicated to meeting with parents

5. Provide parents opportunities to volunteer and participate in their child's classroom activities, as follows:
 - attend class trips
 - complete clerical work at the Main Office.

- sit in their child’s classroom and observed the Literacy and Mathematics workshops.
 - attend classroom celebrations
6. Involve parents in the planning, review, and improvement of the Public School 291’s parental involvement policy, in an organized, ongoing, and timely way.
 7. Involve parents in the joint development of any school-wide program plan in an organized, ongoing, and timely way.
 8. Hold an annual meeting to inform parents of the Public School 291’s participation in Title I, Part A programs, to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. Public School 291 will invite all parents of children participating in Title I programs and will encourage them to attend.
 9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the Public School 291’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
 11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. Public School 291 will respond to any such suggestions as soon as practicably possible.
 12. Public School 291 will provide each parent an individual student report about the performance of their child on the State assessments in math, ELA, science, and NYSESLAT.
 13. Public School 291 will provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-2 and 30 minutes for grades 3-4).
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child’s progress in school.

- Participate at school activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the School Leadership Team or other or policy groups.

Other discretionary activities:

- 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
- Maximize parental involvement and participation in their children's education by 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
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities

Student Responsibilities:

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

- Come to school every day ready to learn and work hard.
 - Bring necessary materials, completed assignments and homework.
 - Know and follow school and class rules.
 - Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
 - Limit my TV watching.
 - Respect the school, classmates, staff and families.
 - Complete my studies and homework every day.
-

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
See pages 10-15.

View Online: School Report Card, Progress Report, NYStart data for ELA, Math, Science, & NYSESLAT

2. Schoolwide reform strategies that:

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

Students are afforded to meet the State's proficient and advanced levels of student academic achievement through a variety of supports at our school. Some of these include:

- a. Academic Intervention Service in small group
- b. After-school program
- c. Saturday Academy
- d. High quality teachers
- e. Differentiated instruction
- f. Challenging curriculum
- g. Summer school

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

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- o Are consistent with and are designed to implement State and local improvement, if any.

During the upcoming school year, we plan to have a bilingual class on Kindergarten, First grade, Second grade and a Third grade class. These classes will consist of pupils who are entitled to services, and whose parents have requested it. The remaining ELL students have opted-out of the bilingual program, and will receive ESL services from a licensed ESL teacher.

In our bilingual classes, Kindergarten and First grade will follow a 60/40 model, second grade a 50/50 and third and fourth grade a 75/25 model. During the course of the day, the students will receive their mandated ESL minutes from the bilingual classroom teacher. Students who scored Beginner or Intermediate on the NYSESLAT will receive 360 minutes per week. Those who scored advanced, will receive 180 minutes per week. This will be evident in the schedules of the bilingual teachers and their flow of the day. Students will be grouped flexibly to accommodate language proficiency and differentiate based on academic needs. These classes will utilize the Avenues language acquisition program. This program targets phonics, vocabulary development, reading comprehension, oral and written language development. Teachers will also use native language materials from Attanasio and Associates, Rigby and Scott Foresman. These programs will improve skills through content rich curriculum and allow students to incorporate the New York State Standards into their work.

The ESL teacher will push in and help to develop the reading, writing, listening and speaking skills to monolingual ELLs according to their language proficiency mandate.

There are certain ELL populations in the school which are in need of more specific and skill based instruction. These groups include: SIFE students, Long term ELLs, Newcomers and ELLs with special needs. In order to provide additional support, P.S. 291 will offer Academic Intervention Services.

Special Education ELLs will receive mandated ESL services based on their IEP's. They will participate in after school and Saturday academies to build their Reading, Writing and Mathematical skills. In recent years we trained teachers in the Wilson reading program. These teachers will be better able to provide services to students who are reading below grade level.

In addition we have:

- Increased the amount and quality of learning time via After-School Program, Saturday Academy and Summer School, Intersession Academies
- Provided an enriched and accelerated curriculum by differentiating instruction to challenge students on grade level
- All students have access to the Everyday Math Games Web Portal
- Met the educational needs of historically underserved populations
At Public School 291 we have approximately 200 English Language Learners in grades Kindergarten through Fourth grade. These students are being serviced in bilingual classrooms and/or a push-in ESL program.
- Addressed the needs of at risk children using a variety of personnel including: counselors, pupil service providers, mentoring services

SIFE students at P.S. 291 will participate in several different academic intervention programs to help them develop the skills they are lacking due to their interrupted education. We will provide a period of AIS instruction each day to focus on

improving their literacy and math skills. We will also provide support to these students during the 50 min. extended day program.

Long term ELLs receive extra support through small group instruction. The classroom and/or ESL teacher will analyze NYSESLAT data to identify student needs. Teachers will create and implement plans to develop academic cognitive skills, reading comprehension, fluency, critical thinking and other cognitive and meta-cognitive skills.

AIS support is also provided for our newcomers. They will be invited to attend after school, Saturday, and Project Arts programs. These programs will improve decoding skills, phonemic awareness and building basic interpersonal communication skills.

Students who have reached proficiency this year are provided transitional ESL support. They will receive an additional year of ESL services. They will be invited to attend the aforementioned programs that all ELLs are offered. Furthermore, they will receive testing accommodations as per NYS testing regulations.

By continuously analyzing data from the ELL interim assessments and other assessments throughout the year, we are monitoring the progress of our ELL population. This data is used to design our academic intervention services to be more specific and effective.

3. Instruction by highly qualified staff.

P.S. 291 has a comprehensive literacy program in grades K-4 that is built on a foundation of scientifically based language arts practices identified by the National Reading Panel. The Balanced Literacy Approach is in place in all of our classrooms and its consistent implementation is ensured through professional development as well as supervision and teacher observation process that is aligned to the frameworks. The Balanced Literacy Approach is aligned with the five dimensions of an effective reading program: phonemic awareness, phonics and word recognition, vocabulary, syntax, fluency and comprehension. Through a daily, designated literacy instructional block, students are engaged in sustained periods of high quality instruction in reading, writing, speaking, listening and critical thinking.

We also follow and fully implement the Mathematics Frameworks. Our mathematics program is a NSF validated program. The framework encompasses an inquiry-based approach to mathematics that prepares students to excel and meet the Content and Process Strands established by NYS standards. Its components include the whole group mini-lesson, exploration/investigation for students to work independently or cooperatively and a share/reflection time where students can engage in quality Accountable Talk about mathematical processes and strategies used to solve problems.

Our science instruction uses an inquiry-based program approved by NSAF. Our science instructional program engages students in experiments, research and investigations in which they work in cooperative groups to test their hypotheses. Students have an opportunity to be scientists by experimenting, observing, hypothesizing, recording and discussing their

results. We also created a Science lab equipped with materials and literature for students to use independently. There are complementary science textbooks and literature to reinforce the topics at home.

Our social studies instruction is designed to meet the NYS scope and sequence. A whole class mini-lesson, cooperative learning, sharing and reflection constitute the components of the program. Computers, textbooks and literature for students' use further support this program.

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

As a School-wide participant and in accordance with our Comprehensive Educational Plan, we have action plans, which clearly describe the distribution of services for all students using our funding sources. We are highly focused in meeting the needs of all students as well as those who are identified as needing Academic Intervention Services and Related Services. Staff members at P.S. 291 are provided with professional development offerings including workshops as well as institutes in literacy, mathematics, science, social studies, classroom management, assessment, technology, instructional strategies for ELL's and parental involvement. Our teachers are further supported in the school by our Coaches, Staff Developers, AUSSIE Consultants, Empowerment Network Lead Support Staff and Lehman College. These consultants conduct study groups in areas of practice, demonstration lessons, coaching, planning, feedback, and follow-up and recommend literature and course work to further professional growth.

In the different area of expertise: Literacy and Math coaches, guided reading teachers, IEP Teacher, early grade reduction teachers, librarian, technology liaison, art liaison, ESL and the Administration participate in professional development meetings. The meetings facilitate support by addressing issues, concerns and providing updates on their practices, as well as materials, in order to provide the best quality instruction to the staff and our student population. The P.S. 291 school community is further enhanced by the established partnership with Lehman College as a Professional Development School Site, a partnership supported by the New York State Education Department. P.S. 291 staff and students support the Lehman professors and students in the partnership by working jointly with them in fulfilling their coursework as well as their fieldwork. This provides future educators from Lehman College to observe and participate in effective pedagogy practices as well as provide additional support to students in a number of ways: working one-to-one, in small groups and whole class (student teachers). Also, Lehman College offers professional development, an annual conference and a professor in-house to work closely with our school.

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

P.S. 291 has benefited from the Lehman PDS partnership in recruiting teachers who have fulfilled their student teaching in our school. We have enhanced our partnership with Bronx Community College and have interns visiting our school. They in turn become potential candidates.

We carefully interview perspective teachers by our interview panel that have created criteria and focused questionnaire. Candidates who are successful during the interview are asked to come in for a demonstration lesson. Upon completion of a satisfactory lesson they are considered for a teaching position in our school.

Most of our teachers have been in our school for three or more years. We do not anticipate a high teacher turn over.

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

See Page 47

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

The children that came to us from a pre-school early childhood program make the transition to elementary school with ease. The children arriving here for the first time without preschool experience must be assisted in order to make a smooth transition. This consists of parent orientation, as well as collaboration with community based organizations such as Lehman and Bronx Community Colleges. These institutions provide student teachers and interns to lower the teacher to student ratio.

New parents are made to feel welcome by being invited to class programs and celebrations as well as parent-student workshops such as PACT (Parents and Children Together in Literacy).

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

Teachers are provided with extensive training on authentic assessment, such as DRA2, Acuity, Everyday Math Assessment, and E-Assessment. This includes looking at student work. In addition, they are trained to appropriately assess students and to utilize the assessments as a diagnostic tool. This year, our inquiry team focus is on improving student writing. This requires an in depth look at student work to analyze student writing strength and next steps.

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

Academic Intervention Service is provided on a six week cycle. Students are regularly assessed, both formally and informally, to determine and target their areas of need. See appendix 1

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

Our Parent Coordinator arranges for workshops. Some of these include the following:
Project Survive- violence prevention; Health; SAPIS
See page 14 for more information.

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (R)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	(R) Verification that the school has met the intent and purposes of each program whose funds are consolidated.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	R				
Title I, Part A (ARRA)	Federal	R				
Title II	Federal	R				
Title III	Federal	R				
Title IV	Federal	R				
IDEA	Federal	R				

¹Reminder: 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.

C4E	State	R				
Tax Levy	Local	R				

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
See pages 10-15
2. Ensure that planning for students served under this program is incorporated into existing school planning.
See pages 10-15
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;
See Appendix 1 page 34
 - b. Help provide an accelerated, high –quality curriculum, including applied learning
See Appendix 1 page 34
 - c. Minimize removing children from the regular classroom during regular school hours
Our support interventions, such as AIS and ESL, are push in models.
4. Coordinate with and support the regular educational program;
See Appendix 1 page 34
5. Provide instruction by highly qualified teachers;
See page 8
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
See page 18
7. Provide strategies to increase parental involvement; and
See page 13-15

8. Coordinate and integrate Federal, State and local services and programs.
See Appendix 1 page 34

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: SINI Year 2 **SURR² Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school’s findings of the specific academic issues that caused the school to be identified.
 - According to the pre-populated school data profile our students with disabilities did not meet AYP in ELA.
 - According to the NYSED Chapter 57 School Quality Review basic report our LEP and economically disadvantaged student sub groups were identified for not making AYP in ELA.
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.
 - We will utilize summative and formative assessments including acuity to target the ELL population and students with disabilities to modify instruction for these students in ELA.
 - Teachers are participating in differentiated instruction professional development with visiting consultants.

Please refer to pages 18-25

Part B: For Title I Schools Identified for Improvement

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.

School Under Registration Review (SURR)

(a) Provide the following information: 2009-10 anticipated Title I allocation = \$606,240; 10% of Title I allocation = \$60,000.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement:

AUSSIE consultants for both literacy and mathematics

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

New teachers and seasoned teachers are supported using variety of personnel including:

In house:

- Coaches
- Staff Developers

Visiting Consultants:

- a. AUSSIE for literacy and math
- b. Differentiated Instruction Consultants

Professional development is delivered as follows:

- i. Planning meetings
- ii. Lab sites/inter-visitations
- iii. Peer coaching method
- iv. Study group
- v. Individual mentor support for new teachers using Santa Cruz Model

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.

We will send a letter home (in both English and Spanish) informing parents of our schools SINI status. Parents will be invited to attend a meeting to discuss the school report card. During this meeting we will clarify any questions the parents may have. Translators will be available to ensure parents are able to understand the meaning of the SINI designation

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

All SURR schools must complete this appendix.

APPENDIX 6 IS NOT APPLICABLE TO PS 291. WE ARE NOT A SURR SCHOOL.

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.)

There are approximately 74 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
Students in temporary housing will receive academic intervention support as needed. This includes small group instruction, differentiated instruction according to their ability and interest, remedial services and related services if student has an individual education plan. Counseling for at risk students will also be provided as needed. For more information regarding our academic intervention services please see appendix 1.

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 FOR 2010-2011

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. 291					
District:	10	DBN:	10X291	School		321000010291

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.9	92.3	92.7
Kindergarten	100	95	122				
Grade 1	131	131	98				
Grade 2	105	115	125				
Grade 3	106	96	107				
Grade 4	113	111	99				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	2	4	3				
Total	557	552	554				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	93.8	92.3	91.8

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	77.7	99.5	99.6

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	14	74	94

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	20	5	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	37	36	32	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	6	Superintendent Suspensions	2	1	0
Number all others	37	35	37				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	115	103	TBD	Number of Teachers	45	44	44
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	9	5
# receiving ESL services only	89	98	TBD	Number of Educational Paraprofessionals	1	2	7
# ELLs with IEPs	0	49	TBD				

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	95.5
				% more than 2 years teaching in this school	68.9	84.1	93.2
				% more than 5 years teaching anywhere	44.4	47.7	65.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	71.0	84.0	93.2
American Indian or Alaska Native	0.0	0.0	0.2	% core classes taught by "highly qualified" teachers	100.0	98.7	93.9
Black or African American	15.6	12.1	11.4				
Hispanic or Latino	81.3	84.8	86.3				
Asian or Native Hawaiian/Other Pacific	2.3	1.8	0.9				
White	0.7	0.7	1.1				
Male	51.0	47.8	49.1				
Female	49.0	52.2	50.9				

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			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2			v		
	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	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial		-	-				
Students with Disabilities	-	-	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	56.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.4						
<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 CFN 407	District 10	School Number 291	School Name PS 291
Principal Carlos Vélez		Assistant Principal Giovanna Lapietra, Patty Vulaj	
Coach Vera Bucaj-Gilchrist		Coach Lesley Rivera	
Teacher/Subject Area Anna Ciani		Guidance Counselor	
Teacher/Subject Area Maggie Grant		Parent	
Teacher/Subject Area		Parent Coordinator Adalgisa Rodriguez	
Related Service Provider		Other	
Network Leader		Other	

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	2	Number of Certified Bilingual Teachers	4	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	4	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	552	Total Number of ELLs	190	ELLs as Share of Total Student Population (%)	34.42%
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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

1. At PS 291 we have two ESL/Bilingual licensed pedagogues present during the registration process. These pedagogues assist the parents/guardians in completing the Home Language Survey. If one question is answered with a language other than English in questions 1-4, and two questions answered with a language other than English in questions 5-8, the student is eligible to be tested with the LAB-R to determine the level of English proficiency. Upon completion of the HLIS, such pedagogues initiate an informal oral interview with the parents to get more information about their child's level of literacy skills in the native language, especially when "Other" is checked in item # 5 and all other responses are checked in English (5-8). This assessment is used to identify the child's receptive/expressive language skills in both languages, L1 and L2.

Cut scores on LAB-R determine service eligibility for new entrants. If the student does not meet the cut score for the grade level using the LAB-R, and the other language identified on the HLIS is Spanish, the Spanish LAB is administered. This is used to identify the dominant language, which is considered when determining the language of instruction. Along with the parent(s) response to the type of program they have chosen for their child, these results will identify the program model the child will attend. We do not inform parents of the available programs at the school prior to viewing the video. Students who come from a home where a language other than English is spoken, and who are entitled based on LAB-R testing, remain entitled until they test out, by scoring at the appropriate level on a spring administration of the NYSESLAT.

2. After the student has been tested with the LAB-R and Spanish LAB if appropriate, and identified as an ELL student, the parents are invited to attend a parent orientation workshop. A certified bilingual or ESL teacher facilitates these workshops. The focus of the workshop is to inform and educate parents about all three instructional language programs offered by The New York City Department of Education. Parents view the NYC language program video in their preferred language and meet with our ESL teacher to discuss concerns. Once parents gain a better understanding of the instructional goals embedded in each program, they have the flexibility and option to choose a program model for their child. In cases where the home language is one that no one in the school speaks, the pedagogue seeks assistance from the translation and interpretation unit to provide over the phone interpretation services to ELL parents.

3 and 4. An invitation, Entitlement letter, and the Parent survey and Program Selection Form are sent to the parent inviting them to the parent orientation session. During the parent orientation session, the parents view the video, ask any questions they may have, and return the Parent Survey and Program Selection Form. The school follows up with a Placement Letter informing the parents of the child's program placement. These documents are available upon the completion of the parent orientation session and are kept on file at the school.

If a student passes the LAB-R, then the Non-Entitlement Letter is sent to the parent and a copy is kept on file with the date it was sent to the parent.

In the case where parents do not attend the parent orientation session and do not return the Parent Survey and Program Selection Form, the default program is Transitional Bilingual. Notices concerning this procedure are sent to the parents in their native language.

Our school ensures that this entire process is completed within ten days of enrolling the student into our school.

Eligibility continues until the student demonstrates proficiency on the NYSESLAT. Until that time, parents are notified using the Continued Entitlement Letter, which is kept on file, and dated when it was sent to the parent.

When the student reaches proficiency on the NYSESLAT, the parents receive the Non-Entitled/Transition Letter, informing them of the

ELL Transitional Services that will be provided for their child, for one school year. A copy of this notice is kept on file with the date it was sent to the parent.

5. After reviewing our Parent surveys and Program Selection Forms for the last few years we see a trend of more parents requesting monolingual classes with ESL services as opposed to Bilingual classes for their children. Parents are concerned that their children will be eligible for ELA testing much sooner than in the past. Therefore, the majority of our parents are choosing monolingual classes with ESL services.

6. The program models provided at our school are all aligned with parent requests.

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	2	2	2										7
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained			1											1
Push-In	1	1		1	1									4
Total	2	3	3	3	1	0	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	190	Newcomers (ELLs receiving service 0-3 years)	170
		Special Education	28
SIFE		ELLs receiving service 4-6 years	20
		Long-Term (completed 6 years)	0

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

ELLs by Subgroups		
<input type="checkbox"/>	ELLs (0-3 years)	ELLs (4-6 years)
		Long-Term ELLs (completed 6 years)
		<input type="checkbox"/>

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	108		27	1		1				109
Dual Language										0
ESL	62			19						81
Total	170	0	27	20	0	1	0	0	0	190

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	24	25	32	28										109
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	24	25	32	28	0	109								

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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
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	9	15	15	8	26									73
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	1	1			1									3
Korean														0
Punjabi														0
Polish														0
Albanian			1											1
Other	1			1	1									3
TOTAL	11	16	16	9	28	0	80							

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.

Paste response to questions 1-4 here

1. We strongly believe that students acquire literacy most effectively in the language most familiar to them. Therefore, our Transitional Bilingual Program is designed so that our pupils develop conceptual skills in their native language as they learn English. This program includes an ESL component to develop skills in listening, speaking, reading, and writing. In addition, a native language component is integrated in an effort to develop communication skills in the students' home language while cultivating an appreciation of their history and culture. As the student's English language proficiency increases, instructional time in the native language decreases. When ELLs reach proficiency on the NYSELAT, they are transferred to an all-English program with transitional support. Our main objectives are to:

- Provide grade level academic work in the student's native language to develop conceptual understanding and learning strategies that will prepare ELLs to think critically, problem solve and communicate in two languages.
- Attain English Language proficiency within three years
- Develop oral and written fluency: BICS and CALP

In addition to our Transitional Bilingual Program, our school offers a Free Standing ESL Program. Students in our ESL Program receive all instruction in English. The number of ESL instructional units that a student receives is determined by the student English language proficiency levels (as determined by the LAB-R or NYSESLAT scores.) These services are provided through two different instructional models:

1. Push-in Model: The ESL teacher works with ELLs during content instruction in collaboration with classroom teachers to provide language acquisition and vocabulary support while retaining their content instructional time.
2. Self Contained Model: A licensed ESL teacher will provide instruction in English using ESL methodologies.

We have heterogeneous grouping for both our Transitional Bilingual Program as well as our Free Standing ESL classes.

2. During the course of the day, the students will receive their mandated ESL minutes from the bilingual classroom teacher. Students who scored Beginner or Intermediate on the NYSESLAT will receive 360 minutes per week. Those who scored Advanced will receive 180 minutes per week. This will be evident in the schedules of the bilingual teachers and their flow of the day. Students will be grouped heterogeneously; therefore, language of instruction will be differentiated depending on the level of English proficiency.

The ELLs who are in monolingual classes will be given their mandated minutes of ESL instruction by a free-standing ESL teacher using the push-in model. The ESL teacher will help to develop the reading, writing, listening and speaking skills of these students through a variety of ESL strategies.

3. To develop content understanding we are using Everyday Mathematics developed by the University of Chicago. Grade specific Scott Foresmen’s textbook are being utilized for Science and Social Studies in order to provide instruction in the students native language. All instructional resources selected will improve our ELL students’ skills through content rich curriculum and incorporate the New York State Standards into their work.

4. There are certain ELL populations in the school which are in need of more specific and skill based instruction. These groups include: SIFE students, Long term ELLs, newcomers and ELLs with special needs. In order to provide additional support for these groups, our Academic Intervention Service Coordinator will offer the following Academic Interventions:

- Wilson Reading Program
- Great Leaps
- After-School
- Saturday Academy
- Spring Academy
- 50 Minutes Small group instruction
- Summer School
- Foundations
- AIS guided reading
- Related services as per IEP, if applicable

It is of prime importance that our new arrivals feel socially accepted and others see them as knowledgeable people from a respected culture. To ease the cultural transition and facilitate adaptation, it is crucial that our newcomers are appropriately placed and provided with the necessary tools to be successful. For our newcomers, who are at the beginning level on the assessments, we will also provide AIS support. They will be invited to attend after school programs funded by Title III and the Saturday academy as well. These programs will improve decoding skills, phonemic awareness and building basic interpersonal communication skills.

Special Education ELLs will receive mandated ESL services based on their IEP’s. They will participate in after school and Saturday academies to build their Reading, Writing and Mathematic skills. Our I.E.P. teacher provides small group instruction to our Special Education ELL Students using the Wilson Program. She provides services to students who are experiencing reading difficulties.

SIFE students will participate in several different academic intervention programs to help them develop the basic skills they are lacking due to their interrupted education. We will provide a period of AIS instruction each day. We will also provide support to these students during the 50 minutes extended time as well.

Long term ELLs will receive extra support through the use of Q-TEL strategies. This will be used by the ESL teacher who has been trained in Q-TEL. This model will help to develop academic cognitive skills, reading comprehension skills, fluency, critical thinking skills and other cognitive and meta-cognitive skills.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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?

Paste response to questions 5-14 here

5. By continuously analyzing data from the ELL assessment (LAB-R, NYSESLAT) and other assessments (DRA, teacher observations) throughout the year, we are able to track the progress or lack of progress of the ELLs in our building. By identifying their next steps and strengths, we can design our academic intervention services to be more specific and effective, and at the same time revise and refine our instructional modalities.

Our Transitional Bilingual and Free-Standing ESL program will offer a supporting structure of scaffolding strategies to ensure ESL and academic development. Our ESL classes and content area lessons will be taught using the six main types of instructional scaffolding techniques:

- Modeling
- Bridging
- Contextualization
- Schema building
- Text Representation
- Meta-cognition

To further enhance the growth of ELLs in literacy, our teachers follow the Avenues Program. This program provides comprehensive, research-based instruction which is aligned to the NYS Standards. The program provides multi-level teaching strategies, multi-level materials, and multi-level assessment. Teachers use the assessments to diagnose, plan instruction, and monitor progress. In addition, we also provide the following literacy-based enrichment activities.

- Dream Yard
- Book of the Month
- Poem in your Pocket
- Project Arts
- SETTS (selected students with IEPs)

6. In order to provide transitional support to these students, we will invite them to attend the same after school programs that all ELLs will attend. In addition, our proficient level students continue to receive ESL support from the ESL teacher. The ESL teacher and the classroom teacher have ongoing articulation to monitor the progress of these students throughout the school year. In addition, these students are entitled and will be provided with the appropriate testing accommodations for two additional years.

7. After analyzing our NYSESLAT, ELA, and Math Data, we concluded that our ELL students require additional support in the areas of reading and writing. We therefore plan to include the reading program Good Habits Great Readers, LeapFrog, and Wilson to provide supplemental support to our ELL students.

8. At this time, we have no plans to discontinue any of our programs or services to our ELL students.
9. Our ELL students are invited and participate in all school programs such as Project Arts, Project MERIT, and Project RAM. This participation is not limited to academics. It extends to social events such as Parent and Student Celebrations, Cultural Diversity Day, and Parent Engagement in the Arts.
10. We have purchased instructional materials to support our ELLs. These materials include but are not limited to Avenues, Kidspiration, Reading Basics, and SmartBoards in all ELL classrooms.
11. Native language support in Transitional Bilingual and ESL classes is provided in the following ways:
 - Instructions/Directions in the native language
 - Glossaries
 - Buddy system
12. All of our ELL support services, resources, and materials correspond to ELLs' ages and grade levels.
13. Our Parent Coordinator and our Community Coordinator hold parent/child orientation for newly enrolled ELL students before the beginning of the school year. During this orientation, parents/children are welcomed to our school, they view a presentation about our school and the Department of Education, Question and answer time, and a tour of our school.
14. N/A

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)?

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

1. Our ESL teachers and our bilingual teachers attend Q-tel trainings, BETAC workshops, and workshops offered by OELL. The ESL teacher then turn keys pertinent information to the rest of the school staff during school based PD. Our teachers participate in grade level meetings with the ESL and Bilingual teacher where ELL strategies are discussed and shared.
2. The parent coordinator and the community coordinator reach out to the local middle school to set up a parent orientation. At this orientation, parents become familiar with middle school expectations and procedures such as departmentalization.

3. All new school staff are provided a minimum of 7.5 hours of ELL training as per Jose P. This professional development will include:

- What is the Jose P. consent decree?
- CR Part 154
- Extension of Services
- Language Allocation Policy
- How is an ELL student identified?
- ELL Programs
 - Dual
 - Bilingual
 - ESL
- Testing
 - LAB-R
 - NYSESLAT
 - Accommodations
- Data/Data Interpretation
- How do we distinguish between a disability and language acquisition?
- Stages of Language Acquisition
- Strategies to teach ELLs
 - CALLA
 - BICS
 - CALP

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?

Paste response to questions 1-4 here

1. Parental involvement at our school is encouraged. Our parent coordinator schedules one-to-one meetings for our parents with their child's classroom teacher. In addition, parents are invited to attend celebrations, parent engagements, and workshops throughout the school year. For example, before testing time, parents of third and fourth graders are invited to attend a testing workshop with the principal. During this workshop, parents are informed of state standards, the testing strategies that can be extended to the home, test format, and benchmarks. ELL parents are invited and participate in all of these activities. In addition, the school continuously communicates with parents through a monthly school calendar and a monthly parent news letter.

2. Our Community Coordinator along with our Parent Coordinator reach out to different organizations to provide workshops to our parents. These workshops include but are not limited to Health Plus, Mammography Screenings, Bronx Community College for English classes, GED classes in the community, and Alianza Dominicana (support for newcomers).

3. We evaluate the needs of our parents through conversations and surveys. After a workshop, we have parents fill out a questionnaire in order to receive feedback about the particular workshop. In addition, we ask the parents if there are any other workshops they would find beneficial.

4. We review parent surveys as well as the School Survey in order to determine parent needs. After this review process, we then determine the activities parents felt were most needed. We then plan activities and workshops around these needs.

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)	20	10	10	2	1									43
Intermediate(I)	12	11	15	5	5									48
Advanced (A)	4	27	12	18	16									77
Total	36	48	37	25	22	0	0	0	0	0	0	0	0	168

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	3	2	1	2	0								
	I	15	4	3	0	2								
	A	14	33	18	3	5								
	P	5	17	26	27	26								
READING/ WRITING	B	20	10	11	2	1								
	I	10	10	15	5	5								
	A	3	16	12	18	15								
	P	4	20	10	7	12								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	15	5	0	30
4	8	19	5	0	32
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	1	14	1	13		2		31
4	0	2	18		10		3		32

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native 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.

Paste response to questions 1-6 here

- Our school uses DRA and Rigby to assess the early literacy skills of all our students including our ELLs. Our data indicates that our ELL students are struggling readers performing below grade level. This information requires us to provide differentiated instruction and small group instruction to our students. Our school had hired consultants to provide professional development (guided reading, differentiated instruction) to our teachers in an effort to help the teachers better meet the students needs.
- Students show marked improvement after being in our Transitional Bilingual program for one to two years. Most of our beginner level students are in grades K-2. Most students move towards intermediate and advanced levels after approximately three years.

coaches and AIS team members support these struggling students in addition to the classroom teachers.

4. Students in our bilingual program have continued their progress in their native language. At the same time, we have seen growth in their academic development as it pertains to English Language Arts. Bilingual students have made major gains in their mathematics achievement.

Students in our ESL program have also made positive gains in the ELA state exam, as well as the DRA2. Data shows that our ESL students are closing the achievement gap faster than the students in bilingual program. As a school community (parents, teachers, administrators) we have begun a more indepth conversation and data analysis to effectively provide additional support to our students in bilingual education.

5. N/A

6. We evaluate the success of our programs for ELLs by looking at our data. We look at our students' entry level and we monitor their progress using DRA, Rigby, Periodic Assessment, NYSESLAT, Simulations, and teacher observations. The results will determine the need for further intervention.

Additional Information

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

Paste additional information here

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		