



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 91K

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K091

PRINCIPAL: TESSA ALLEYNE EMAIL: TALLEYN2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. BUFFIE SIMMONS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Tessa Alleyne	*Principal or Designee	
Felicia Handberry	*UFT Chapter Leader or Designee	
Sharaya Mclver	*PA/PTA President or Designated Co-President	
Virginia Carrington	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Barbara Alston	CBO Representative, if applicable	
Leslie Knight	Member/AP	
Trevor Mallay	Member/AP	
Deborah Farley	Member/coach	
Carol Hoyte	Member/IEP/SLT	
Joann Lee	Member/Parent coordinator	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To engage all students in rigorous performance based tasks in literacy and math aligned to curriculum units focused on the CCLS.

By June 2012, all students in grades kindergarten to grade 5 will have engaged in one literacy and one math task aligned to CCLS, an increase of 10% to 50% will have moved at least one level on the ELA and Math rubric

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Priority area for improving student performance based on progress report. An ongoing review of student work by teachers and supervisors revealed a need to engage all students in rigorous performance based tasks in literacy and math aligned to curriculum units to CCLS.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- In September grade conferences, Inquiry Groups developed various protocols, including rubrics, for looking at student work.
- Professional development will be provided throughout the school year by Administrative staff, Literacy Coach, Network Support Staff and outside consultants focused on the following: ELA and the Every Day Math Units of Study aligned with the CCLS; ELA and math bundles across all grades to create plans for teaching and learning; performance based assessments (authentic assessment); Depth of Knowledge (DOK) and curriculum maps. Systems will be created to monitor the collection and revision for looking at student work.
- Supervisors will observe teachers formally and informally and conduct walkthroughs throughout the school year to monitor teacher strategies designed to meet stated goal.
- Supervisors will check lesson plans throughout the school year to monitor strategies and activities designed to meet stated goal.
- Pacing calendars will be developed to establish a time table for accomplishing stated goal.
- Funds will be allocated for teacher per session to allow teachers to attend professional development and planning sessions before and after school throughout the school year to achieve stated goal.
- Funds will be allocated for teacher per diem to allow staff to attend professional development and planning sessions during regular school day hours to achieve stated goal.
- Staff who attended professional development sessions will turn key information for staff at grade and staff conferences.
- Teachers will confer with students weekly to monitor student goals and growth.

- ◆ End-term Progress Point: January 31, 2012
- ◆ Mid-term Progress Point: March 30, 2012
- ◆ End-Term Progress Point: June 22, 2012
- All teachers will implement instruction using the Everyday Math Program with a heavy focus of critical thinking and problem solving skills

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Afternoon and evening parent teacher conferences will be held during the fall and spring term during which this goal will be discussed with parents. Parents will be provided with opportunities to volunteer and participate in their child's class and to observe classroom activities designed to accomplish stated goal. Additionally, staff will provide parents with frequent reports on their children's progress relative to this goal.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Title 1 SWP 5% Highly Qualified Set Aside allocation will be used to ensure that current staff will become highly qualified. Highly qualified will be recruited through Open Hire, Network Human Resources Administrator and teacher recruitment fairs to fill teacher vacancies.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Anticipated SINI funds will be used for afterschool, weekend and holiday programs to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 School-Wide Program school, conceptual consolidation will all allow school to combine Reimbursable and Tax Levy funds including TL FSF and Title 1 and, Title 111 and SINI to implement action plan 9/11-6/12.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase the rigor of instruction in all classrooms by conducting a minimum of six feedback cycles per teacher focused on the selected DOE/Charlotte Danielson competencies, articulating clear expectations through the use of a rubric. By June 2012, to have completed six cycles of mini observation for all teachers.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Identified need to improve teacher quality and effectiveness. It is evident through walkthroughs, formal and informal observations, student work and data from assessments that there is a need among staff members to make lessons more rigorous by focusing on quality instruction, using proper curriculum, instructional techniques and assessment.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Professional development plan to introduce and provide on-going knowledge with the Danielson Framework for teachers and administrators
- Attendance at network meetings and sessions provided by the Leadership Academy
- Instructional cabinet meetings to develop evidence aligned to the rubric specific to the school
- Develop templates/checklists aligned to the framework
- Professional readings and discussions
- Provide current information around the Framework through various means of communication.
- Conduct timely feedback sessions after formal and informal observations throughout the school.
- Enhance practice of collecting low-inference data
- Incorporate the use of technology to collect low inference data
- Develop a focused lens around each of the competencies.
- Use of funds to provide professional resources related to Charlotte Danielson for teachers.
- Supervisors will observe teachers formally and informally and conduct walkthroughs throughout the school year to monitor teacher strategies designed to meet stated goal.
- Supervisors will check lesson plans throughout the school year to monitor strategies and activities designed to meet stated goal.
- Pacing calendars will be developed to establish a time table for accomplishing stated goal.
- Funds will be allocated for teacher per session to allow teachers to attend professional development and planning sessions before and after school throughout the school year to achieve stated goal.

- Funds will be allocated for teacher per diem to allow staff to attend professional development and planning sessions during regular school day hours to achieve stated goal.
- Staff who attended professional development sessions will turn key information for staff at grade and staff conferences.
- ◆ End-term Progress Point: January 31, 2012
- ◆ Mid-term Progress Point: March 30, 2012
- ◆ End-Term Progress Point: June 22, 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Afternoon and evening parent teacher conferences will be held during the fall and spring term during which this goal will be discussed with parents. Parents will be provided with opportunities to volunteer and participate in their child's class and to observe classroom activities designed to accomplish stated goal. Additionally, teachers will provide parents with frequent reports on their children's progress relative to this goal.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomeS highly qualified, in order to achieve this goal.

Title 1 SWP 5% Highly Qualified Set Aside allocation will be used to ensure that current staff will become highly qualified. Highly qualified will be recruited through Open Hire, Network Human Resources Administrator and teacher recruitment fairs to fill teacher vacancies.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Anticipated SINI funds will be used for afterschool, weekend and holiday programs to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 School-Wide Program school, conceptual consolidation will all allow school to combine Reimbursable and Tax Levy funds including TL FSF and Title 1 and, Title 111 and SINI to implement action plan 9/11-6/12.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase performance of students in the bottom one-third from grades 3-5 in ELA. By June 2012, students in the bottom one third in grades 3-5 will increase performance in ELA from 64.5% TO 75%

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Identified need to improve student performance in order to meet the rising effective AMO as indicated on progress report. Did not meet AYP in ELA.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Identify students in bottom third of progress report
- Professional development will be provided throughout the school year by administrative staff, Literacy Coach, Network Support Staff and outside consultants focused on around ELA instruction
- Conduct grade meetings and have conversations around balanced literacy
- Dedicate a few faculty conferences around ELA instruction
- Train teachers to conduct running records and to match students to just right reading books
- Create a schedule that has a designated literacy block and time for students to read independently
- Use various assessments to monitor and revise AIS
- Identify bottom third in each class for teachers to provide targeted AIS
- Use Title 1/NYSTYL funds to buy leveled classroom libraries for teachers
- Student work sample
- Identify and focus on a weekly comprehension skills
- Study group/Lunch and Learn sessions around ELA strategies
- Provide inter-visitations for teachers to view literacy instruction
- Schedule time for teachers to look at ELA data, identify trends and form small group instruction
- Provide Per Diem staff for classes while teachers are looking at data or going on inter-visitation

- Supervisors, Coach and CFN Staff will model for teachers
- Supervisors will observe teachers formally and informally and conduct walkthroughs throughout the school year to monitor teacher strategies designed to meet stated goal.
- Focused walkthroughs with checklists offer teachers feedback on instruction and room environment.
- Supervisors will check lesson plans throughout the school year to monitor strategies and activities designed to meet stated goal.
- Pacing calendars will be developed to establish a time table for accomplishing stated goal.
- Funds will be allocated for teacher per session to allow teachers to attend professional development and planning sessions before and after school throughout the school year to achieve stated goal.
- Funds will be allocated for teacher per diem to allow staff to attend professional development and planning sessions during regular school day hours to achieve stated goal.
- Staff who attended professional development sessions will turn key information for staff at grade and staff conferences.
- ◆ All teachers will instruct students utilizing the Balanced Literacy approach in accordance with standards based curriculum to address students' diverse learning needs and styles.
- ◆ All teachers will provide word strategy instruction in small groups during extended day.
- ◆ All teachers will support students by addressing student needs in small group tutorial sessions
- ◆ Curriculum relevant computer software is incorporated
- ◆ Literacy Coach will continue to provide professional development on standard based instruction and support through model lessons to classroom teachers.
- ◆ Common planning time is provided.
- ◆ End-term Progress Point: January 31, 2012
- ◆ Mid-term Progress Point: March 30, 2012
- ◆ End-Term Progress Point: June 22, 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Afternoon and evening parent teacher conferences will be held during the fall and spring term during which this goal will be discussed with parents. Staff will be provided with opportunities to volunteer and participate in their child's class and to observe classroom activities designed to accomplish stated goal. Additionally, parents will provide parents with frequent reports on their children's progress relative to this goal.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Title 1 SWP 5% Highly Qualified Set Aside allocation will be used to ensure that current staff will become highly qualified. Highly qualified will be recruited through Open Hire, Network Human Resources Administrator and teacher recruitment fairs to fill teacher vacancies.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Anticipated SINI funds will be used for afterschool, weekend and holiday programs to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 School-wide Program School, Conceptual Consolidation will allow us to combine Federal and Local funds such as, Fair Student Funding, Title 1 and Title 111 to implement action plan from 9/11 to 6/12.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase performance of students in the bottom one-third from grades 3-5 in math. By June 2012, students in the bottom one third in grades 3-5 will increase performance in from 54% TO 70%

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Results of FY'11 State math exam grades 3-5; identified need to improve student performance in order to meet the rising effective AMO. School did not meet AYP in math.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Identify students in the bottom third
- Provide teachers with professional development around math instruction
- Conduct grade meetings and have conversations around math instruction
- Identify and focus on weekly math skills
- Give feedback and suggestions to teachers
- Schedule time for teachers to look at math data, identify trends and form small groups for instruction
- Study group/lunch and learn sessions around math instruction
- Provide inter-visitation for teachers to view math instruction
- Provide Per Diem staff for classes while teachers are looking at data or going on inter-visitation.
- Model instruction for staff members
- Use various assessments to monitor and revise AIS
- Identify bottom third in each class for teachers to provide additional targeted AIS
- Student work sample
- Supervisors will observe teachers formally and informally and conduct walkthroughs throughout the school year to monitor teacher strategies designed to meet stated goal.

- Supervisors will check lesson plans throughout the school year to monitor strategies and activities designed to meet stated goal.
- Pacing calendars will be developed to establish a time table for accomplishing stated goal.
- Funds will be allocated for teacher per session to allow teachers to attend professional development and planning sessions before and after school throughout the school year.
- Funds will be allocated for teacher per diem to allow staff to attend professional development and planning sessions during regular school day hours.
- Staff who attended professional development sessions will turn key information for staff at grade and staff conferences.
- ◆ End-term Progress Point: January 31, 2012
- ◆ Mid-term Progress Point: March 30, 2012
- ◆ End-Term Progress Point: June 22, 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Afternoon and evening parent teacher conferences will be held during the fall and spring term during which this goal will be discussed with parents. Parents will be provided with opportunities to volunteer and participate in their child's class and to observe classroom activities designed to accomplish stated goal. Additionally, staff will provide parents with frequent reports on their children's progress relative to this goal.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Title 1 SWP 5% Highly Qualified Set Aside allocation will be used to ensure that current staff will become highly qualified. Highly qualified will be recruited through Open Hire, Network Human Resources Administrator and teacher recruitment fairs to fill teacher vacancies.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Anticipated SINI funds will be used for afterschool, weekend and holiday programs to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 School-wide Program School, Conceptual Consolidation will allow us to combine Federal and Local funds such as, Fair Student Funding, Title 1 and Title 111 to implement action plan from 9/11 to 6/12.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve student attendance. By 2011, student attendance will increase from 91% to 93%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Review of weekly attendance data and monthly par indicated a need to improve attendance.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Staff uses ARIS to identify students that were chronic absentees from last school year. Out- reach to parents by Parent coordinator and assistant principal to parents of these children as a proactive measure. Teachers and school staff constantly monitors these students.
- Attendance teacher follows up on students who are absent by way of phone calls and/ or home visits
- Announce classes with a 100% attendance daily. Have information display on bulletin boards. Rewards will be given to teachers and students with the highest number of 100% on a monthly basis.
- Acknowledge and give certificates to students with a 100% monthly attendance at PTA meetings.
- Auto messenger system notifying parents of students who are absent on a daily basis.
- After 2 absences, teacher makes out- reach to parents
- Monthly attendance meetings to assess progress
- Principal review student attendance on a weekly basis.
- Create 100% attendance bulletin board
- ◆ End-term Progress Point: January 31, 2012
- ◆ Mid-term Progress Point: March 30, 2012
- ◆ End-Term Progress Point: June 22, 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Afternoon and evening parent teacher conferences will be held during the fall and spring term during which this goal will be discussed with parents. Additionally, Parent Coordinator and Attendance Teacher will provide parents with frequent reports on their children's progress relative to this goal.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 School-wide Program School, Conceptual Consolidation will allow us to combine Federal and Local funds such as, Fair Student Funding, Title 1 and Title 111 to implement action plan from 9/11 to 6/12.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Anticipated SINI funds will be used for afterschool, weekend and holiday programs to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 School-wide Program School, Conceptual Consolidation will allow us to combine Federal and Local funds such as, Fair Student Funding, Title 1 and Title 111 to implement action plan from 9/11 to 6/12.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	3			
1	2	2	N/A	N/A	5			
2	5	5	N/A	N/A	9			3
3	4	4	N/A	N/A	6	1	3	1
4	8	8			17	6		1
5	18	12	18	18	17	2	2	
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>In school, the AIS teacher, IEP teacher, SETTS teacher, coach, and assistant principals provide students who need additional support with small group instruction inside their classrooms during reading or content area time. The classroom teachers support these students by differentiation of instruction.</p> <p>The out of classroom teachers also provide the students who scored a level 2 or lower with additional weekly small group instruction during the school day. The instruction targets the students' area of need in ELA.</p> <p>During the Extended Day the teachers provide students who need additional support with small group instruction.</p> <p>An after- school program using various test sophistication materials for at- risk students in grades 3-5 will commence in January. NYS Coach materials and other test sophistication materials will be used to support at-risk students. Both programs are taught in small group using workshop model format</p>
<p>Mathematics</p>	<p>The classroom teachers provide their AIS students with Math group sessions during the independent time as a way of targeting their areas of need.</p> <p>The out of classroom teachers also provide the students with small group instruction.</p> <p>An after- school support program using various test sophistication materials for at-risk students in grades 3-5 will begin in January. NYS Coach materials and other test sophistication materials will be use. Programs are taught in smaller groups using a workshop model format. Grades K-2 use the readiness skills areas of the EDM curriculum during the day in small group instruction.</p>

	In addition, 10 students from each class is pulled out during the Extended Day-Monday, Tuesday and Wednesday from 2:20-3:00 for small group instruction in Mathematics. Classroom teachers provide support for these students by way of differentiation.
Science	The Science specialty teachers have small group instruction during the Science period to support the Science instruction. Students document their work in their notebooks. The ESL teachers push in the Science classroom to support the students with vocabulary work-"Juicy Sentences" to enhance and further develop academic language in the content areas for grades 3-5
Social Studies	During the social studies period, teachers have small group instruction to target and support Social Studies content. Rand McNally websites are available for teachers to reinforce map skills. Teachers differentiate to meet students' needs.
At-risk Services provided by the Guidance Counselor	Guidance counselor provides at-risk and mandated counseling services to our students. They run individual and group sessions that target social and behavioral goals. In addition, they participate in the Pupil Personnel Team and Academic Intervention team to provide input for students who are at the greatest risk of not meeting standards. They help set goals and monitor progress of these children.
At-risk Services provided by the School Psychologist	The school psychologist conducts classroom observations for any student who is at risk of being referred for special education and provides preventive services to the students as a way of avoiding a referral. The school psychologist also participates in the Pupil Personnel Team to provide strategies for students who are at great risk of not meeting standards due to behavioral or social issues. In addition, she helps set goals and monitor progress for these children.
At-risk Services provided by the Social Worker	The Social Worker conducts classroom observations for any student who is at risk of being referred for special education and provides preventive services to the students as a way of avoiding a referral. The Social Worker also participates in the Pupil Personnel Team to provide strategies for students who are at great risk of not meeting standards due to behavioral or social issues. In addition, she helps set goals and monitor progress for these children and is the link between the school and home
At-risk Health-related Services	The nurse and health care personnel provide mandated students with the required services. They regularly monitor progress and keep families, teachers and administrators informed.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 17K091 **School Name:** The Albany Avenue School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The school did not make the AYP in ELA on 2010-11 NYS ELA standardized exam grades 3-8, SWD. School staff assessed instructional materials in ELA and realized that they were not adequate to meet the needs of the students. School began transitioning from a basal program to a more balanced literacy approach using workshop model teaching. Teachers are still trying to adapt to the new curriculum and workshop model teaching. As a result, for 2011-12, PS 91 has been identified by The New York State Education Department as being in need of improvement (SINI) under the federal No Child Left Behind Act and the State's Differentiated Accountability system as follows:

- Accountability phase – improvement year 1.
 - Accountability category – basic
 - Accountability measures and subgroups – 3-8 ELA, SWD.
 - Intervention- School Quality Review - SQR
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - All teachers will instruct students in literacy in identified sub groups utilizing the Balanced Literacy approach in accordance with Common Core Standards.
 - Literacy Coach and supervisors will review student data folders to ensure flexible grouping of students in identified sub groups for literacy, to identify checkpoints for progress and to set interim and short term goals.
 - Ongoing in- house support will be given to staff around aligning instruction with the CCLS, analyzing data and using the results to differentiate instruction for the various sub groups in ELA
 - School will conduct instructional support programs in literacy after school for identified sub groups.
 - Technology will be used to promote literacy development.
 - Results from the Acuity and Periodic Assessments administered three times a year will be used to guide instruction and to formulate instructional strategies consistent with the Balanced Literacy program.
 - SINI funds will be used to purchase instructional materials and supplies for after school program
 - (up to 10% of allocation).
-

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Title 1 10% professional development set aside was used to hire a Coach who also serves as a staff developer. The Coach provides ongoing professional development to address the identified academic areas. SINI funds will also be used for professional development in literacy by outside consultants

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

All current staff is highly qualified. Newly selected staff that is not highly qualified will receive mentoring from the coach, assistant principals and on site TC staff developer as part of the school's professional development plan. Assistant principals who now have access to the [Mentor Tracking System](#) (MTS) will perform all administrative tasks associated with assigning and managing mentors

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.

Letters will be sent to parents informing them of the school's SINI status in an understandable and uniform format in a language that parents can understand with a tear-off on the bottom of the letter for parents to sign and return to the school. Classroom teachers collect returned tear-offs to keep on file and the parent Coordinator will contact parents' of students who have not returned tear-off to confirm that letter has been received and request that the parent return the signed tear-off. Additionally, school status will be discussed at monthly PTA and PAC meetings and Parent Coordinator will conduct a parent workshop re: school's status. The principal will sign and return the attestation form certifying parental notification.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Ms. Lucile Lewis	District 17	Borough Brooklyn	School Number 091
School Name The Albamy Avenue School			

B. Language Allocation Policy Team Composition [?](#)

Principal Tessa Alleyne	Assistant Principal Leslie Knight
Coach type here	Coach Deborah Farley/Literacy
ESL Teacher Roger Pusey	Guidance Counselor Zwia Merl/guidance counselor
Teacher/Subject Area Ms. Denise Williams S.E./Gr1	Parent type here
Teacher/Subject Area Ms. M. Woolley/PK	Parent Coordinator Joann Lee
Related Service Provider Ms. E. Goulas/ Ms. Parkansky	Other Michele Agnew/AIS
Network Leader Lucile lewis	Other type here

C. 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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	25
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	713	Total Number of ELLs	48	ELLs as share of total student population (%)	6.73%
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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

Paste response to questions 1-6 here

Part 11

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

Once the test is graded, Mr. Pusey notifies parents of their child’s entitlement status and plans the parents’ orientation. Parents are invited in to view the Parent Orientation Video in the language of their choice and are given materials that describe the different programs in their native language. The school uses its bilingual staff Mr. Pusey, Ms. Baron and Ms. Hyppolite to translate for the parents in the dominant languages – Haitian Creole and Spanish. At the end of the orientation Mr. Pusey collects the Parent Survey and the Program Selection Form, where the parent indicates what program he/she is choosing for his/her child. All forms are collected at the end of this session. Should the parents need more time to make a decision the parent coordinator, Ms. Lee, will follow up to ensure the return of the documents. In order to ensure that all parents are well informed the school continuously conducts Parent Orientations.

When the parent chooses a free standing ESL program the child is immediately enrolled in our program. When the parent chooses another instructional program we assist them in finding a school that offers appropriate services for the child.

All students who are enrolled in our ESL program are formally assessed annually using the NYSESLAT to determine their progress in the four English Language modalities until they achieve a certain level of proficiency to exit the ESL program.

After reviewing the Parent Selection Forms for the past few years, we have noticed that the vast majority of parents request the ESL pull-out model. This year, three parents expressed interest in a bilingual program and one requested a dual language program. The parent who requested a bilingual program was informed of the availability of such program at a nearby school and opted to take advantage of it. The parent that requested an Arabic dual program opted for the ESL program because there was no nearby dual language available in the specified language.

Our ESL students are provided ESL services based on the NYSESLAT scores. Students who are identified at the beginner and intermediate level of English proficiency receive 360 minutes of ESL instruction weekly and students who are identified as advanced

receive 180 minutes. In the Freestanding ESL model we have 48 students ranging from grades K-5. Students range from beginner through advanced proficiency levels. However beginners and intermediates make up 72%

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	6P	6	6	6	6	6								36
Total	6	6	6	6	6	6	0	0	0	0	0	0	0	36

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	12
SIFE	4	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	2

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0									0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language	0									0
ESL	48	4	12							48
Total	48	4	12	0	0	0	0	0	0	48

Number of ELLs in a TBE program who are in alternate placement: 0

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														0
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	0													

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

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

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	2	0	2	1	4	5								14
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic	0	0	2	0	2	3								7
Haitian	1	6	4	7	4	3								25
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
TOTAL	4	6	8	8	10	12	0	48						

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1.a. Instruction is delivered primarily through the Pull-out model.

b. The program models include homogeneous and heterogeneously student's grouping.

2. a. Students are grouped as per grade levels and the number of minutes needed. There are also cross grade groupings. Grades K-1 are grouped according to proficiency levels. There is one cross grade group of grades 3/2 beginners and Intermediate and a 4/5 beginner/intermediate group. The students are divided into groups ranging from 8 to 15 students per group.

2b The school complies with the NYCCR Part 154 Mandated Number of units of Support for ELLs, Grades K- 8. Therefore, ELL beginners and students with intermediate proficiency receive 360 minutes per week, and those students with advanced proficiency receive 180 minutes per week of ESL instruction, in a freestanding class. In addition, the advanced proficiency students receive 180 minutes per week of English Language Arts.

3. Specific teachers are assigned to service all ELLs students at all times during the instructional day. Each teacher has a schedule and is assigned to a specific number of students. The Extended Day Program provides 37.5 minutes of instruction. During the regular day program, the students receive instruction according to their level of proficiency.

4. Students will be provided with glossaries and instruction on how to use them. In addition, dictionaries in their native languages and translations will also be given to the students. Books in their native language will also be provided. The aim is to encourage the students to use books to develop vocabulary and to move students towards the goal of proficiency.

5. P.S. 91 recognizes that there are several modalities in teaching. Students have different learning styles. Some are hands-on learners, some are graphic or visual, some are abstract learners. Many of these learning styles are incorporated in the instructional process. Differentiation of instruction also includes enrichment and remediation. Peer tutoring and group instruction is also considered. The use of manipulatives primarily in mathematics and science is always a consideration. Illustrations in pictures and the infusion of writing daily, are parts of the instructional strategy.

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

Teachers model the English Language to help enrich language development.

In addition to the language experience approach, the Total Physical Response strategy is also used. Communication skills are developed using hands-on activities, phonics drills, journal writing and other literacy lessons. Students are required to spend time in the listening

A. Programming and Scheduling Information

center to develop listening and speaking skills. Students that require academic intervention participate in the extended day program. Since the students are ELL the thrust is towards providing most of the instruction in English Language. Those students who are proficient receive instruction in English.

5a. The ELLs with interrupted formal education are provided with the same strategies and skill needed for language acquisition. The multi-sensory approach to learning provides a variety of experiences such as trips, books on tape, stories, vocabulary, and oral presentations. High interest and low readability material are utilized.

5b. In order to assist the students to meet the challenges of language proficiency, and to prepare the students for the challenges of the State and the City Tests, the plan fosters English proficiency through the Balanced Literacy approach. Teachers model literacy strategies and then provide guided and independent practice through workshop model teaching, followed by formal and informal assessment. All students are provided with data-driven instruction based on the assessment results. Teachers utilize the data from a variety of sources including results from portfolios, teacher made tests, self-assessments, ECLAS2, New York State Assessment the interim assessments and the school's montly tests in ELA and Math . Test sophistication is given to students once a week and incorporated during the math an dliteracy blocks.

Learning styles and cultural background are considered when providing instruction. Technology is used to provide computer-assisted interactive instruction to enhance language development in the computer lab as well as in the classrooms. K-3 classrooms have been equipped with LEAP Frogs to further enhance language acquisition and language development. Teachers will analyze data from the various assements given to students. from this data, staff members will plan differentiated instruction. Students will be grouped according to their needs and deficiency. Teachers will formulate interim goals for students. Instruction will be tailored to meet students' needs. Teachers will differentiate the product, the process and consider students learning styles so that they can attain their learning goals.

5c. When the ELLs reach proficiency level, they are no longer entitled to the ESL services. Additional support is still needed. Therefore, the school allows them to have extended time during testing. The ELLs are also included in the After School Title 111 Program.

On –going assessment tools will also be administered to the ELLs as they transition from one level to the next, by using strategies to create meaning and to stimulate vocabulary, along with writing activities that will build prior knowledge. The classroom teachers are mandated to collaborate with the ESL teacher on a periodic basis to discuss students’ progress. Staff members will continue to differentiate for students by varying their teaching strategies, scaffolding, small group and the use of charts and visual aids.

5d. Based on the 2010-2011 NYSELAT, some of the long term ELLs are at an advanced level. Students were assessed by their performance, portfolios, class work and various test results. Staff look at the four different modalities and determine the areas of strengths and weaknesses of each student. Most of our long term ELLs are weak in writing due to their lack of vocabulary, comprehension, language syntax, convention and culture.

6-7. Our policy for special needs students includes the following.

Ensuring that teachers with IEP students are familiar with the student’s particular needs and all services are provided according to IEP mandates. Collaboration between ESL teacher and IEP contact person. Some of the special needs students receive academic intervention services in all the content areas of mathematics, English Language Arts, Social Studies and Science. In addition, some of the students receive counseling, speech therapy and occupational therapy

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

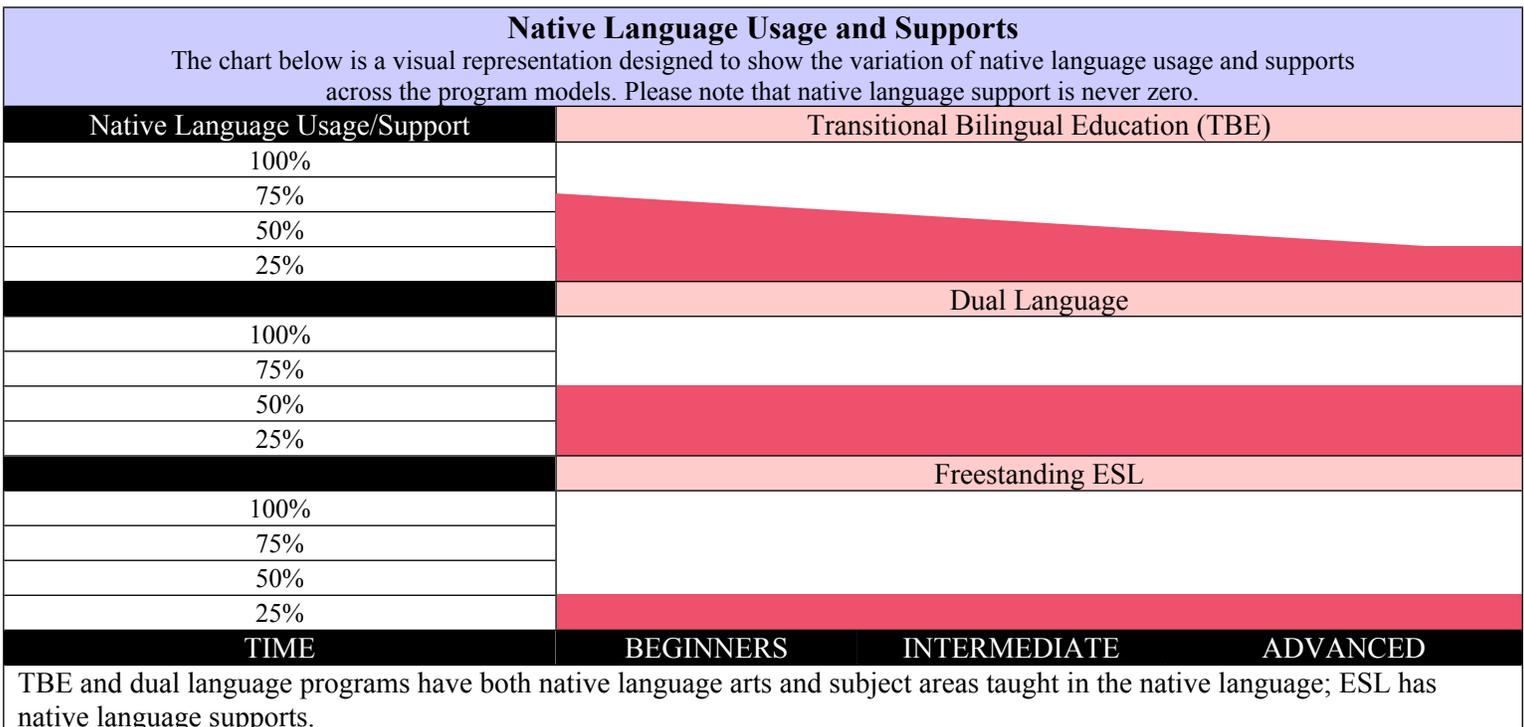
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				

Science:	

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Staff members used data from various sources including the data from ARIS to assess the strengths and weaknesses of all students including the ELLs. Supervisors hold data meeting with staff to discuss and plan how to address the needs of the ELL students. Teachers set goals for these students- grouping and differentiation of instruction. Staff constantly monitored progress of these students and revise plans when necessary. In addition, students are pulled out for AIS instruction in small groups for instruction by the AIS teachers at least 4 times a week. Students are also invited to attend the extended day program.
9. ELLs reaching proficiency level in the NYSESLAT will be given extra support. A computerized baseline assessment was already given to these students in Math and ELA. Teachers conducted running records on these students and identified their reading levels. As staff members studied the data, instruction will be tailored to meet the needs of these students. Students will be involved in instruction using technology. Students background knowledge will be enhanced by way of education field trips and viewing videos in the classrooms. These students will be part of our special programs such as Cookshop and various arts programs pending availability of budget.
10. The school plans to infuse technology in the classrooms and to use various programs with our ELLS. Instruction will be based on the CCSS and students will be exposed to these standards. They will be involved in producing a comprehensive tasks in ELA and Math. They will be part of our cookshop program and our financial literacy program. The cookshop program is sponsored by the food bank and it is used to enhance the language development among our students. The school is forming a student council and some of our ELLS will be part of this leadership program.
11. All programs exit in the school will be made available to the ELLS. We have no discontinuations of programs.
12. The ELL students have equal opportunity as all other students in the school. They have equal access to all programs. Our school has the Gary Klinsky afterschool program from 3PM - 5:30PM. There is also a steel pan and tennis programs. All our ELL students are encouraged to participate in these programs.
13. All classrooms have computers and some of them have smart boards. Technology is used as an academic multiplier for our students with the use of various enrichment programs. In the area of mathematics, in addition to the texts books, teachers use an array of manipulatives and games with our students. In ELA students are exposed to a vary of literature both fiction and non-fiction. The emphasis this year is reading non fiction books. Teachers used a vary of sentence strips, labels, flash cards, reference materials and games with our ELL students. The use of test sophistication materials are used to help our students with the state examinations. Our science program is inquiry based and hands on for our ELL students. More trade books, in addition to text books, are used for social studies. The Blueprint is used for providing students with instruction with the arts.
14. The school provides native language support for our students by the use of reference materials such as dictionaries, charts showing words and pictures and a variety of literature from their native countries or about their native countries. Teachers with the specific language backgrounds will meet with these students to have informal conversations. Dictionaries in their native languages an dtranslations will also be given to the students an dthey will be trained on the various ways to use them during interim assessments and in daily use. The main goal is to encourage the students to use these books and other materials to develop vocabulary so as to increase their knowledge across all content areas.
15. The ELLs are provided with support and resources based on their ages and grade levels. Some of our ELL students require such supports as speech, SETTS. OT and PT. Providers make their schedules so that students are serviced with their peers according to their ages and grade levels in small groups. Some of these services are provided in grade specific classes. For example, the speech teachers may pull 5 first graders and take them to a first grade class during literacy to work with them in a small group.
16. An orientation for parents and students are held by school staff preceeding the new school year.. Parents are provided with grade specific requirement and expectations. Information and various resources are provided to parents. The parent coordinator assits parents with needs and to help answer their questions and to arrange various workshops that would help both students and parents throughout the year.
17. We do not offer any language elective to the ELLs.

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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?

1. All parents, including parents of ELLs are invited to attend and participate in our monthly PTA meetings. In addition, the principal holds "coffee with the principal" monthly. This is a town hall type of meeting where issues are discussed and efforts are made to improve the school. Our parent coordinator is very active and plans various workshops, biweekly, weekly and monthly on various topics, at different times of the day to accommodate parents. Parents have opportunities to fill out surveys so that workshops can be tailored to meet their needs. If parents have needs or concerns there is an intake process whereby parents fill out a form and their issues are addressed within 24 hours. Parents are also invited to be part of the SLT.

2. The school has partnership with Brooklyn College, Medgar Evers College and Gary Klinsky providers. These partnerships will assist us in providing service and workshop for our ELL parents.

3. Parents completed a survey so that school staff can assess their needs. During meetings and conversations parents will voice their needs and school staff will address them.

4. All parental activities are tailored to meet the needs of the parents. Information is given to parents about school programs, discipline etc, so that parents can better support their children. The parents coordinator also assist parents with information about social issues.

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.

1. The ESL teachers and staff members will attend professional development provided by network staff, DOE staff and by the Leadership Academy. The teachers will also attend intervisitation to other schools with outstanding ELL programs. ESL teacher and other staff will attend lunch and learn sessions and be part of study groups. The professional development plan was developed based on a survey that the teachers took and on the goals set by staff. Areas of focus will be balanced literacy, data driven instruction, differentiation and strategies to use with ELL students and the use of manipulatives to teach Math. The Assistant principal in charge of the ELLS will attend workshops provided by different entities of the DOE and along with support for the network staff, they will provide information to all staff members involved with the ELLS during school wide professional development during the faculty conferences and chancellor's conference days. Classroom teachers, educational assistants, guidance counselors, providers, secretaries and the parent coordinator will be involved in these trainings.

2. The guidance counselor will hold sessions about middle school choice to these parents. The parent coordinator will conduct workshops about middle school choice and provide parents with information about middle school fairs. School staff will assist parents in completing applications if need be.

3. All staff members will be given the opportunity to complete the minimum of 7.5 hours of training by attending various workshops at universities, colleges or the DOE. Staff members must produce certificate of training. The school secretary will keep certifications on file and a running records of staff members who have completed the training and those who still need to meet this compliance. Staff members will be given opportunities and deadlines to meet this requirement.

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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)	2	3	4	4	6	2								21
Intermediate(I)	0	2	3	4	1	4								14
Advanced (A)	4	0	1	0	3	5								14
Total	6	5	8	8	10	12	0	0	0	0	0	0	0	49

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	6	4	0	0	10
5	3	5	0	0	8

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.

1. For early literacy the students take the ECLAS 2 and the Fountas and Pinnell running records to determine their reading levels. At this stage over 90% of the students are reading below a level D and the scores for the ECLAS is very low when it comes to decoding, sight words and comprehension. At this stage, teachers must tailor instruction with the use of a lot of pictures, repetitions, phonemic awareness and sight words. Students must have daily read alouds and teachers must encourage students to read independently at their levels and give them strategies to move to the next level.

2. Students seem to be doing better in listening and speaking. However, the proficiency levels for reading and writing are very low.

3. Through balanced literacy instruction and workshop model teaching, teachers will target the modalities during instructions. Students will work in small groups an instruction will be differentiated to meet the needs of students. Students must be given adequate time to read and build their comprehension skills. They must be involved in the writing process daily.

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	7		3		1		0		11
5	2		8		0		0		10
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	1		4		6		0		11
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. For early literacy the students take the ECLAS 2 and the Fountas and Pinnell running records to determine their reading levels. At this stage over 90% of the students are reading below a level D and the scores for the ECLAS is very low when it comes to decoding, sight words and comprehension. At this stage, teachers must tailor instruction with the use of a lot of pictures, repetitions, phonemic awareness and sight words. Students must have daily read alouds and teachers must encourage students to read independently at their levels and give them strategies to move to the next level.

2. Students seem to be doing better in listening and speaking. However, the proficiency levels for reading and writing are very low.

3. Through balanced literacy instruction and workshop model teaching, teachers will target the modalities during instructions. Students will work in small groups an instruction will be differentiated to meet the needs of students. Students must be given adequate time to read and build their comprehension skills. They must be involved in the writing process daily.

4A. In analyzing both the NYSESLAT and the NTS tests, our ELL students are not making progress. About 18 students across the grades are at the beginning levels. For the entire ELL population, there is an overall of 10 advanced students. The advanced students in grades 4 & 5 did have advanced scores for reading and writing. Only 2 students are proficient. The data seems to be very skewed where by students are having higher levels of proficiency in listening and speaking and very low levels in reading and writing. Students were not given any tests in their native language

4B Teachers must be aware of the data on each student and they must set both long term and interim goals targeted at meeting the needs of

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tessa Alleyne	Principal		1/1/01
Leslie Knight	Assistant Principal		1/1/01
Joann Lee	Parent Coordinator		1/1/01
Roger Pusey	ESL Teacher		1/1/01
	Parent		1/1/01
Denise Williams	Teacher/Subject Area		1/1/01
Marie Wolley	Teacher/Subject Area		1/1/01
Deborah Frley	Coach		1/1/01
	Coach		1/1/01
Zwia Merl	Guidance Counselor		1/1/01
Lucile Lewis	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **17K091** School Name: **The Albany Avenue School**

Cluster: _____ Network: **111**

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.

During registration, staff members identify student home language from the HILS form. Parent coordinator sent surveys in which parents will identify their language of choice for meetings and memos. Translation will be provided in the manner as follows: 1. Software will be purchased that can translate all languages from English when materials are sent home that the parents need to be able to read. Professional translators will be hired to provide translation services at all workshops when necessary.

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

At our school, the three major languages beside English are Haitian Creole. Spanish and Arabic. Translated materials are sent home to these parents. When meetings are held, if parents indicate their attendance, translation is provided for them. We have staff member that can speak all three language. They are always made available to help the parents. The translation results were presented to the parents at the SLT and PTA.

Part B: Strategies and Activities

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

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

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

For oral translation, we hire translators (outside contractor) to attend our workshops and meetings. They utilize our translation equipment. Whenever this is not possible, we try to have a staff members or parents to translate. For parent-teacher conferences, we have available the phone translation system. We have dedicated rooms that the teachers use to contact a translator.

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 91	DBN: 17K091
Cluster Leader: Ms. Alselmo	Network Leader: Ms. Lucile Lewis
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 48 Grades to be served by this program (check all that apply): ✱K ✱1 ✱2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P. S. 91 utilizes a pullout model to facilitate the needs of ELL students. Currently, we service 48 ELL students in grades K-5. The students are placed in groups according to their performance on NYSESLAT assessment and receive the required hours of weekly ESL instruction. The beginning and intermediate level students receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of ESL instruction a week. Strategies used to provide ESL instruction include but are not limited to all of the components of the balanced literacy approach (read alouds, guided and shared reading) and the use of visual aids/charts and music.

Group size ranges from 6-10 students. Daily instruction focuses on individual and group needs and includes the usage of a language experience approach. Students read stories aloud so that the ESL provider can assess phonemic awareness, fluency and usage of comprehension strategies. In addition to the language experience approach, the Total Physical Response strategy is also used. Communication skills are developed using hands-on activities, phonics drills, journal writing and other literacy lessons. Students are required to make oral presentations and spend time in the listening center to develop listening and speaking skills. Students that require academic intervention participate in the extended day program.

Our proposed supplemental instructional program for Title III will service students using ESL learning standards, CCSS and small group instruction. This program will target the needs of the ELL students in grades 3-5 (Lower grades students will be part of the SES program). This instructional after school and Saturday program will run for approximately 12- 17 weeks beginning on January 9th, 2012- May 16th, 2012 (After school - Monday, Tuesdays and Wednesday from 3:00 p.m. – 5:00 p.m. for 15-20 students each day and the Saturday program from 9:00 a.m. – 12:00 p.m. 2/4, 3/3, 3,10, 3/17, 3/24, 3/31, 4/21, 4/25, 5/5, 5/12). Seventeen students from grades 3-5 have accepted placement in these programs. Through this instructional program, we can tutor the ELL students from grades 3-5 who have accepted placement. A Licensed ESL teacher will provide instruction. During these sessions, the teacher will incorporate the balanced literacy approach through workshop model teaching. Students will use a variety of trade books, both fiction and non fiction. Students will have a variety of resources such as dictionaries both in English and their own languages, NYSESLAT preparation materials, computers and listening centers to help facilitate student learning. Some of the materials that will be used are glossaries, test preparation materials namely, "Preparing Students for the NYSESLAT", Empire State NYSESLAT ESL/ELL and the New York State Coach in Math and ELA designed for the ELL students.

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here: The ESL teacher and other classroom teachers servicing ELL students need to understand how to plan and differentiate instruction to meet the needs of the students. Heavener Enterprises L.L.C is contracted to provide professional development for staff servicing the ELL students. On March 28th, 2012, staff will have their first 2 - hour workshop. At this workshop, staff members will take a deep dive into the data of the ELL students. They will identify pattern, trends and areas of needs. The provider, Miguelina Heavener, will discuss the various ways how teachers can differentiate to meet the needs of these students.

On April 4th, 2012 the provider will work with the upper grade teachers for another 2 hours. The provider will use a labsite model by demonstrating a lesson with ELL students in a regular classroom. Teachers will observe and take notes on strategies used by the provider. After the demonstration session, the providers will meet with staff members to debrief and to give further information on tailoring instruction to meet the needs of the students. Provider will discuss and place emphasis on helping students with the NYSESLAT examination and state tests.

On April 18th, 2012 a similar workshop will be done for lower grade teachers.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parent orientation workshops are organized each September for newly enrolled ELL parents. Parents are made aware of services provided to ELLs and are provided with an opportunity to make a choice in the type of ELL program most appropriate for their child. ELL parents are also invited to Title I Day

Part D: Parental Engagement Activities

workshops to receive a detailed description of the ELL services that their children receive. In addition, parents are encouraged to confer with the ESL provider on Parent-Teacher conference days.

Heavener Enterprises will provide a series of workshops with the purpose to help the ELL family in preserving their native language, develop higher level of competency in English, and bring the family’s culture into the classroom curriculum through Literacy. All parents will be given notices in the various languages about these workshops. Our auto messenger system will also call parents at least 2 consecutive days preceding the sessions to remind them about the workshops. These workshops will also be advertized at out PTA meetings and at our "Coffee with the Principal" sessions.

On March 1st, 2012 Miguelina Heavener will provide a workshop for parents between 5PM -7PM. At this workshop, provider will give parents materials and discuss ways in which they can support the students at home. Providers will give them methods and strategies to use at home to help their children meet academic standards

On April 2nd, 2012 there will be a morning workshop for parents from 9AM- 11AM . At this session, parents will be provided with a sample of the NYSESLAT test and they will experience taking the test for themselves. The provider will provide materials for the parents and discuss and demonstrate the sections of the NYSESLAT examination and she will also give parents test taking strategies that they can discuss with their children at home.

On May 3rd, 2012 there will be another evening workshop for parents from 5PM- 7PM. Parents will be asked to bring their children. At this workshop. more information will be given to parents and students about taking the NYSESLAT examination. Information will be given on how students can use glossaries and other techniques to make them successful at the examination. Providers will discuss how parents can assist students with routines on the night before the test and on testing days. Parents will be given materials which they can use to help their children at home.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel	????	
Other		
TOTAL		