



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ROLAND HAYES INTERMEDIATE SCHOOL 291_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____32K291_____

PRINCIPAL, IA: _____JACQUELINE ROSADO_____ **EMAIL:** _____JROSADO3@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: _____LILLIAN DRUCK_____

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
Jacqueline Rosado	Principal or Designee	
Sharon Bell	UFT Chapter Leader	
Catherine Rodriguez	PA President/Special Education	
Pamela Vance	SLT Chairperson/Science/Math	
Vaughn Danvers	ESL Teacher/Bilingual Education	
Wendy Alphonso	SLT Secretary/Gym Teacher	
Pauline Carbado	6 th Grade Teacher/ELA/SS	
Moneca Jackson	Special Education Teacher	
Deborah Watson	Parent Coordinator	
Migdalia Gonzalez	Parent Rep/General Education	
Donna Ocasio	Parent Rep/Title I	
Rosa Acevedo	Parent Rep/Bilingual Education	
Delia Rodriguez	Parent Rep	

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.

By June 2012, there will be a 5 % increase in the percentage of students meeting proficiency in English Language Arts as measured by NYS ELA Assessments

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.

IS 291's New York State Accountability and Overview Report from 2011-2012 indicates that none of our student groups made AYP in ELA. The data shows a decline in our Level 3's and an increase in the number of students scoring a Level 1 and Level 2. Our school's accountability status for the 2011-2012 school year is Restructuring (advanced) Comprehensive. At IS 291, ensuring the academic success of our students in ELA will continue to be a high priority goal. Student progress in ELA will continue to be carefully monitored through interim assessments and frequent cycles of observations.

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.

- Students and parents will be given clear goals and expectations
- Students will be held accountable for quality standard based work
- Parents will be notified of their child's progress or lack thereof
- Work with the Parent Coordinator to host an ELA open house and pep rallies
- Prepare ELA information centers for open school night and afternoon.
- Teachers will use data trends to set goals for targeted student groups.
- Monitor the use of common planning and meeting times for grade level teachers
- Use professional development to help teachers master effective instructional/classroom management and discipline techniques and methods
- Use data to support and increase teacher's capacity to track trends for individual and groups of students at the classroom and team level in order to deepen staff awareness and understanding of data trends
- Require teachers to use data to set instructional goals and create action plans that address the needs of their students
- Improve the quality of differentiated instruction in all ELA classrooms
- Monitor lesson planning for rigorous and cognitively demanding performance and assessment task that are fully aligned to the Common Core

Learning Standards.

- Support the work of teacher teams ensuring all professional collaborations are guided by a clear instructional focus
- Teachers will be monitored and assessed for effectiveness and based on identified need teachers will be provided with training and professional development designed to ensure mastery and competence in implementing the Common Core Learning Standards..
- Students will be given frequent assessments some that mirror the NYS assessment others that are designed to test progress made in a specific skill area.
- Ensure curriculum map is aligned to New York State's Common Core Learning while addressing the needs of our students.

e) Staff and other resources used to implement these strategies/activities,

- Principal
- Assistant Principals
- Children's First Network (CFN 208) Support
- Teachers

f) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Grade Level Inquiry Teams work collaboratively to evaluate students work and track academic progress.
- Common planning enables teachers to explore means of crafting and differentiating assessments and performance task to meet the need of all students
- Department meetings and faculty conferences will allow for whole group review and school-wide data share.
- The effectiveness of these actions will be evaluated and established periodically throughout the school year in order to establish trends towards the achievement of the goal.
- Data will be used to inform the revision/modification of actions and strategies to achieve these goals and determine next steps.

g) Timeline for implementation.

- September 2011 – June 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.

At Roland Hayes I.S. 291, parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. I.S. 291 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level in English Language Arts;
2. 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;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and English Language Arts assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. 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;
7. 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;
8. 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);
9. 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;

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 become highly qualified, in order to achieve this goal.

Attracting highly qualified teachers remains a priority at IS 291. Therefore, several strategies have been put in place to attract highly qualified teachers. As a restructured school, IS 291 is implementing smaller learning communities by grade and smaller class sizes pending availability of additional funds. IS 291 is presented to prospective candidates as a safe work environment with decreasing incident reports. Additionally, a committed instructional leadership team paints an attractive learning environment for highly qualified teachers. In addition, differentiated professional development that fosters increased teacher/students connections are additional strategies that attract qualified teachers. These strategies coupled with

ever improving community relationships presents IS 291 as a strong school community with community based supports that includes the voices of every constituency group i.e., parents, students and teachers and the outside neighboring communities. Only highly qualified teachers are hired. If we hire a teacher that is not highly qualified, the principal works closely with the network in order to ensure the teacher submits all required documentation and meets assessment deadlines. A Mentor is assigned to all new teachers.

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.

Given the demands of the Common Core Learning Standards, our school leaders will work to ensure that all instructional programs are carefully monitored and evaluated for effectiveness. Student sub-groups will be serviced and assessed based on their identified areas of academic need. Programs supported by NCLB are designed to ensure equity of service for all eligible students and student groups, additional instructional support is given to ensure and promote academic success. Additional support includes:

- 37 1/2 Minutes/Extended Day session services all Level 1 and Level 2 students who are mandated or voluntary. These sessions are scheduled from Monday-Wednesday where teachers work on skills based on students' data.
- Title III, ELL program, where students are provided with small group instruction three times a week on Tuesday-Thursday from 3:00 p.m. to 5:00p.m.
- Saturday Enrichment from 8:30 AM -12:30 p.m. where the emphasis is on reading comprehension in the content areas. This program is pending based on availability of funds.
- Supplemental Educational Service Programs are offered Tuesdays and Thursdays from 3:00 p.m. to 5:00 p.m.
- The Beacon Program services the entire school and neighborhood community in the evenings and on weekends. Homework helper, reading/math programs are offered as well. A full schedule of sports, arts and crafts and dance are also accessible to students.
- Continue to schedule common planning times for all core content areas
- With our continued partnership with Brooklyn College, our entire student population will benefit from creative programs designed to inspire and motivate academic excellence. Students will be given the opportunity to visit the Brooklyn College Campus and learn how they can overcome obstacles and become college graduates.
- Maintain a school-based In-House suspension room that supports only IS 291 students.
- Enforce a well defined school discipline and safety action plan
- Use funds allocated from School Arts Support Initiative (SASI) to leverage additional services in order to provide our students with sustainable arts education

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 I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I ARRA Fund, Title III, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Fair Student Funding: Literacy Coach & Lead Teacher

Title I: Professional Development Consultant and Professional instructional materials

These funds are consolidated with other funding streams and are utilized to fund after school programs, additional teachers for staff development and academic intervention services. Title I SWP enables us to fund consultant staff developer(s), a licensed librarian, and a percentage of an Assistant Principal. Title I SWP fund per diem days for teachers to attend staff development, and for intervisitations; NYSTL funds are used to provide us with materials in all curricula areas; IDEA provides funding for collaborative team teachers and IEP paraprofessionals; Fair Student funding provides us with funding for a pull-out and push-in ESL teacher; Title III enables us to provide additional after school programs for the ELL and parent workshops for their parents and materials to enhance the curriculum.

Title I, Title III, et al programs are conceptually consolidated and monitored for the coordination to ensure that the guidelines of each funding source are adhered to. Federal, State, and local funds, services and programming are integrated to ensure that there is no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups) can be provided with services to expedite their progress towards meeting state performance standards.

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.

By June 2012, there will be a 5 % increase in the percentage of students meeting proficiency in Mathematics as measured by NYS Mathematics Assessments.

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.

IS 291's Accountability Status Report from 2011-2012 indicates that 3 out of 6 student groups made AYP in mathematics; five of our 6 made AYP for the 2010-2011 school year. Our school's accountability status in Mathematics is Improvement (year1) Focused. This downward trend in Mathematics performance will become the focus of inquiry work this year in order to identify barriers for student success.

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.

Actions/Strategies/Activities:

- Use the workshop model to deliver effective math lessons using Impact Math
- Utilization of the Balanced Mathematics program to deliver the IMPACT curriculum
- Effectively align a unit to the Common Core Learning Standards
- Teachers will work in teams in order to develop appropriate performance tasks that support the unit of study aligned to CCLS
- Instruction in Integrated Algebra will be provided to one 8th grade class in order for them to take the regents in June 2012
- Continue supporting afterschool program for Mathematics three times a week.
- Systemic use of writing tasks as a vehicle for learning mathematics including the use of graphic organizers.
- Problem of the week using the "Four-Square Writing Method".
- Utilizing the revision process for content writing around problem solving.
- Train teachers how to use the TI-34II calculator effectively.
- Mandate the use of IMPACT Math Hot Words/Hot Topics as a supplement and encourage the implementation of word walls.
- Math Vocabulary acquisition will be promoted through the use of word walls with visuals, illustrations, pictures, etc.

- Promote student-to-student conversations in order to increase academic language acquisition.
- Teachers will support improved skills through the use of both written and oral instructions.
- Student Sharing out at the end of the lesson will indicate multiple ways of understanding (i.e., through oral responses, drawing labeling, acting out answers, etc.).
- Monitor the use of Math teacher common planning sessions (General Education Math teachers and ESL Math teachers) to ensure that planning time is being used so that math strategies and ESL strategies are being shared between all math teachers.
- Use frequent cycles of observations to monitor and assess the effectiveness of math instruction strategies to identify areas for teacher development and training.
- The AP Math and AP ESL will conduct joint formal and informal observations.
- Provide differentiated professional development training designed to address the specific needs of math teachers to support content knowledge, ESL strategies and improve the delivery of math instruction.
- Support teachers in utilizing individual student data that will allow them to tailor instruction to meet the unique needs of their students.
- Require teachers to use data to set instructional goals and create action plans that address the needs of their students.
- Infuse the use of Destination Math and test prep materials for ELL students.
- Conduct frequent assessments to monitor the effectiveness of teacher instruction and track student progress.
- Students and parents will be given clear goals and expectations during Parent/Teacher Conferences.
- Students will be held accountable for quality standard based work.

Target Population(s): All students including LEP-SWDs, Math teachers, ESL teachers and teachers servicing ELLs, Special Education teachers servicing ELLs.

Responsible Staff Members: Principal, Assistant Principal of Mathematics, Assistant Principal of ESL, Consultant Professional Developer.

Implementation Timeline: September 2010 – June 2011

Monitor and Revise/Adjust: After each interim assessment period, the school will calendar days to monitor progress towards meeting the annual goal and will make any necessary adjustments or changes to the action plan, if applicable.

- November, 2011: A math subcommittee will monitor progress during meetings. A diagnostic for mathematics was administered, data was analyzed and attention was drawn to the lack of progress of our student population in mathematics. The following changes were made to this action plan:
 - We noticed that these students have trouble with academic vocabulary in mathematics. This lack of academic math vocabulary prevents students from fully understanding mathematical performance tasks and rubrics.
 - While student attendance is high, student engagement and interest is not apparent during instructional rounds and walkthroughs.
 - As a result, teacher teams will focus more closely on student progress in mathematics.

- March, 2012: The following changes were made to this action plan:
 - Student/Parent meetings with teacher, administrators will be scheduled
 - Teachers will highlight specific groups to target
 - The progress of students using Destination Math may be marginal due to limited computer access. Acquiring funds to provide adequate technology for our students remains a challenge.
 - Teacher teams will continue to focus on student progress in mathematics.
 - Efforts will be made to resolve computer technology challenges so that students have frequent access to Destination Math or other mathematical software and instructional programs

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.

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1. Providing materials and training to help parents work with their children to improve their achievement level in Mathematics;
2. 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;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and Mathematics assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. 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;
7. 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;
8. 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);
9. 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;

Strategies for attracting Highly Qualified Teachers (HQT)

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Attracting highly qualified teachers remains a priority at IS 291. Therefore, several strategies have been put in place to attract highly qualified teachers. As a restructured school, IS 291 is implementing smaller learning communities by grade and smaller class sizes pending availability of additional funds. IS 291 is presented to prospective candidates as a safe work environment with decreasing incident reports. Additionally, a committed instructional leadership team paints an attractive learning environment for highly qualified teachers. In addition, differentiated professional development that fosters increased teacher/students connections are additional strategies that attract qualified teachers. These strategies coupled with ever improving community relationships presents IS 291 as a strong school community with community based supports that includes the voices of every constituency group i.e., parents, students and teachers and the outside neighboring communities. Only highly qualified teachers are hired. If we hire a teacher that is not highly qualified, the principal works closely with the network in order to ensure the teacher submits all required documentation and meets assessment deadlines. A Mentor is assigned to all new teachers.

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.

Given the demands of the Common Core Learning Standards, our school leaders will work to ensure that all instructional programs are carefully monitored and evaluated for effectiveness. Student sub-groups will be serviced and assessed based on their identified areas of academic need. Programs supported by NCLB are designed to ensure equity of service for all eligible students and student groups, additional instructional support is given to ensure and promote academic success. Additional support includes:

- 37 1/2 Minutes/Extended Day session services all Level 1 and Level 2 students who are mandated or voluntary. These sessions are scheduled from Monday-Wednesday where teachers work on skills based on students' data.
- Title III, ELL program, where students are provided with small group instruction three times a week on Tuesday-Thursday from 3:00 p.m. to 5:00p.m.
- Saturday Enrichment from 8:30 AM -12:30 p.m. where the emphasis is on reading comprehension in the content areas. This program is pending based on availability of funds.
- Supplemental Educational Service Programs are offered Tuesdays and Thursdays from 3:00 p.m. to 5:00 p.m.
- The Beacon Program services the entire school and neighborhood community in the evenings and on weekends. Homework helper, reading/math programs are offered as well. A full schedule of sports, arts and crafts and dance are also accessible to students.
- Continue to schedule common planning times for all core content areas
- With our continued partnership with Brooklyn College, our entire student population will benefit from creative programs designed to inspire and motivate academic excellence. Students will be given the opportunity to visit the Brooklyn College Campus and learn how they can overcome obstacles and become college graduates.

- Maintain a school-based In-House suspension room that supports only IS 291 students.
- Enforce a well defined school discipline and safety action plan
- Use funds allocated from School Arts Support Initiative (SASI) to leverage additional services in order to provide our students with sustainable arts education

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 I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I ARRA Fund, Title III, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Fair Student Funding: Literacy Coach & Lead Teacher

Title I: Professional Development Consultant and Professional instructional materials

These funds are consolidated with other funding streams and are utilized to fund after school programs, additional teachers for staff development and academic intervention services. Title I SWP enables us to fund consultant staff developer(s), a licensed librarian, and a percentage of an Assistant Principal. Title I SWP fund per diem days for teachers to attend staff development, and for intervisitations; NYSTL funds are used to provide us with materials in all curricula areas; IDEA provides funding for collaborative team teachers and IEP paraprofessionals; Fair Student funding provides us with funding for a pull-out and push-in ESL teacher; Title III enables us to provide additional after school programs for the ELL and parent workshops for their parents and materials to enhance the curriculum.

Title I, Title III, et al programs are conceptually consolidated and monitored for the coordination to ensure that the guidelines of each funding source are adhered to. Federal, State, and local funds, services and programming are integrated to ensure that there is no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups) can be provided with services to expedite their progress towards meeting state performance standards.

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.

By June 2012 the Performance Index for the SWD sub-group in ELA will improve from 43 to 48 in order to approach the safe harbor target as measured by NYS ELA assessments.

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.

An analysis of a two year trend for all Students With Disabilities indicates an increase in the percentage of students that scored a level 1 and a decrease in the percentage of students that moved from Level 2 to Level 3. This overall result indicates a decline in progress made in ELA. I.S. 291 must examine the data as a means of identifying areas for improvement. SWDs did not achieve at level 4. Effective differentiated instructional initiatives must continue to be identified in order ensure student progress to state proficiency at Levels 1 to 2 and 2 to 3. All teachers need additional support in differentiating their instruction thus enabling them to meet the unique needs of their students. Although common planning time has been implemented, teachers need to use the time more efficiently thus spending more time collaborating and creating purposeful lessons that are at the appropriate grade level. Professional development is required in differentiated instruction, classroom management, developing purposeful lessons in the alignment with the balanced literacy program.

As a result of this, an analysis of the Special Education ELA curriculum needs to be conducted to meet the needs of these students. Scaffolds and the appropriate modifications must be built into the curriculum in order to support SWDs and make sure each one is met at their point of entry when working through the curriculum aligned to the Common Core Learning Standards.

The trends analysis based on the School's Progress Report indicated a decline in the percentage of high needs Students with Disabilities meeting proficiency in ELA. Additionally, the Joint Intervention Team recommendations indicate a need to address Student With Disabilities including Integrated Co-Teaching – ICT, Special Education Teacher Support Services (SETSS), and students in Self-Contained classes. Therefore, supporting the academic growth of SWDs to meet proficiency or higher in ELA will remain a school wide priority.

Root Causes/Barriers:

Some teachers are still having difficulty implementing daily rituals and routines, which is affecting classroom management. Teachers' inability to effectively manage their classes has a direct impact on the quality of instruction. Students in poorly managed classes are rarely on task as the learning process is often derailed. All teachers need additional support in differentiating their instruction thus enabling them to meet the unique needs of their students. Although common planning time has been implemented, teachers need to use the time more efficiently thus spending more time collaborating and creating purposeful lessons that are appropriate for the grade. Professional development is required in differentiated instruction,

classroom management, developing purposeful lessons in the alignment with the balanced literacy program. Additional barriers to continuous improvement were identified during the Quality Review process and they are the need to enhance the work of teacher teams to ensure that all professional collaborations establish a clear instructional focus and result in the adjustment of classroom practice to improve student-learning outcomes.

Refine goal setting and expand the use of multiple data sources to set interim goals for all plans to accelerate the learning of all students.

Expand processes to monitor interim goals and benchmarks for all target groups to track progress, make adjustments, and evaluate the success of all improvement plans.

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.

ELA-SWD Actions/Strategies/Activities:

- Improve the quality of differentiated instruction in all special education classrooms
- Monitor lesson planning to ensure the effective use of formative and summative data
- Support the work of teacher teams ensuring that all professional collaborations are guided by a clear instructional focus
- Adjust classroom practices to improve student learning outcomes
- Use data to target students needing early literacy intervention and provide them with effective service
- Students and parents will be given clear goals and expectations
- Students will be held accountable for quality standard based work
- Parents will be notified of their child's progress or lack thereof
- Use common planning to assess and identify the need of level 1 students in self-contained classes
- Train teachers how to use Multi-Sensory Language Instructional Strategies to improve the literacy skills of level 1 SWDs
- Provide extensive training on writing quality Individual Educational Plans (IEP) with SMART goals aligned to state educational standards
- Prepare ELA information centers for open school night and afternoon
- Provide teachers with the needed resources
- Help teachers master differentiation
- Use professional development to help teachers master effective instructional/classroom management and discipline techniques and methods
- Require teachers to use data to set instructional goals and create action plans that address the needs of their students

- Teachers will be monitored and assessed for effectiveness and based on identified need teachers will be provided with training and professional development.

Students will be encouraged to attend 37 ½ minutes tutorial intervention sessions, where they will work with their teachers using resources designed to remediate specific skills

Target Population(s): Students With Disabilities, teachers of SWDs

Responsible Staff Members: Principal, Assistant Principals, Literacy Coach, Lead Teacher

Implementation Timelines: September 2011-June 2012

Monitor and Revise/Adjust: After each interim assessment period, the school will calendar days to monitor progress towards meeting the annual goal and will make any necessary adjustments or changes to the action plan, if applicable.

- November, 2011: The instructional team monitored progress. A diagnostic was administered, data was analyzed and it was noted that SWD are still lagging behind. The data showed that students scheduled to sit for 2012 ELA exam will not be successful without aggressive and targeted interventions rooted in skill development. . As a result, the following changes were made to this action plan:
 - A Special Education School Improvement Specialist (SEIS) remains assigned to our school by our CFN
 - Administration and SEIS identified departmental priorities
 - Used data to target specific classes and teachers for conferencing and professional development
- January, 2012: TBD
- March, 2012: TBD

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.

At Roland Hayes I.S. 291, parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. I.S. 291 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level in all subject areas;
2. 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;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and all assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. 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;
7. 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;
8. 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);
9. 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;

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 become highly qualified, in order to achieve this goal.

Attracting highly qualified teachers remains a priority at IS 291. Therefore, several strategies have been put in place to attract highly qualified teachers. As a restructured school, IS 291 is implementing smaller learning communities by grade and smaller class sizes pending availability of additional funds. IS 291 is presented to prospective candidates as a safe work environment with decreasing incident reports. Additionally, a committed instructional leadership team paints an attractive learning environment for highly qualified teachers. In addition, differentiated professional development that fosters increased teacher/students connections are additional strategies that attract qualified teachers. These strategies coupled with ever improving community relationships presents IS 291 as a strong school community with community based supports that includes the voices of every constituency group i.e., parents, students and teachers and the outside neighboring communities. Only highly qualified teachers are hired. If we hire a teacher that is not highly qualified, the principal works closely with the network in order to ensure the teacher submits all required documentation and meets assessment deadlines. A Mentor is assigned to all new teachers.

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.

IS 291 will continue to implement the following strategies that are in alignment with NCLB guidelines:

- We will offer AIS during the school day and extensive after-school programs and Saturday programs for reading, mathematics, content area study and technology pending funding availability. Additionally, parent programs will also be offered after school and during Saturday sessions.
- Continue efforts to recruit parents to attend activities scheduled for the school
- Design differentiated professional development that continues to support effective classroom management techniques.
- Ensure the appropriate implementation of balanced literacy.
- The Beacon Program services the entire school and neighborhood community in the evenings and on weekends. Homework helper, reading/math programs and ESL classes are offered as well. A full schedule of sports, arts and crafts and dance are also accessible to students.
- Continue to schedule a common planning times for all core content areas
- With our continued partnership with Brooklyn College, our entire student population will benefit from creative programs designed to inspire and motivate academic excellence. Students will be given the opportunity to visit the Brooklyn College Campus and learn how they can overcome obstacles and become college graduates.
- Maintain a school-based In-House suspension room that supports only IS 291 students.
- Expand training in peer-mediation to key staff and student leaders
- Enforce a well defined school discipline and safety action plan
- Use funds allocated from School Arts Support Initiative (SASI) to leverage additional services in order to provide our students with sustainable arts education

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 I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I ARRA Fund, Title III, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Fair Student Funding: Literacy Coach & Lead Teacher

Title I: Professional Development Consultant and Professional instructional materials

These funds are consolidated with other funding streams and are utilized to fund after school programs, additional teachers for staff development and academic intervention services. Title I SWP enables us to fund consultant staff developer(s), a licensed librarian, and a percentage of an Assistant Principal. Title I SWP fund per diem days for teachers to attend staff development, and for intervisitations; NYSTL funds are used to provide us with materials in all curricula areas; IDEA provides funding for collaborative team teachers and IEP paraprofessionals; Fair Student funding provides us

with funding for a pull-out and push-in ESL teacher; Title III enables us to provide additional after school programs for the ELL and parent workshops for their parents and materials to enhance the curriculum.

Title I, Title III, et al programs are conceptually consolidated and monitored for the coordination to ensure that the guidelines of each funding source are adhered to. Federal, State, and local funds, services and programming are integrated to ensure that there is no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups) can be provided with services to expedite their progress towards meeting state performance standards.

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.

By June 2012 the Performance Index for the LEP sub-group in ELA will improve from 43 to 48 in order to approach the safe harbor target as measured by NYS ELA assessments.

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.

An analysis of a two year trend for all ELL students indicates an increase in the percentage of students that scored a level 1 and a decrease in the percentage of students that scored a Level 2 in grades 6 and 7. In the 8th grade there was a decrease in the percentage of students scoring a Level 1 and an increase in the number of students scoring a Level 2. This overall result indicates a decline in progress made in ELA for ELL students in the 6th and 7th grade. I.S. 291 must examine the data as a means of identifying areas for improvement. ELL students did not achieve Levels 3 nor Level 4. Effective differentiated instructional initiatives must continue to be identified in order to ensure student progress to state proficiency at Levels 1 to 2 and 2 to 3. All teachers need additional support in differentiating their instruction thus enabling them to meet the unique needs of their students. Although common planning time has been implemented, teachers need to use the time more efficiently thus spending more time collaborating and creating purposeful lessons that are at the appropriate grade level. Professional development is required in differentiated instruction, classroom management, developing purposeful lessons in the alignment with the balanced literacy program.

As a result of this, an analysis of the ELA/ESL curriculum for ELLs needs to be conducted to meet the needs of these students. Scaffolds and the appropriate modifications must be built into the curriculum in order to support ELLs and make sure each one is met at their point of entry when working through the curriculum aligned to the Common Core Learning Standards.

The trends analysis based on the School's Progress Report indicated a decline in the percentage of ELL students meeting proficiency in ELA. Additionally, the Joint Intervention Team recommendations indicate a need to address all ELL students. Therefore, supporting the academic growth of ELL students to meet proficiency or higher in ELA will remain a school wide priority.

Root Causes/Barriers:

All teachers need additional support in differentiating their instruction thus enabling them to meet the unique needs of their students. Although common planning time has been implemented, teachers need to use the time more efficiently thus spending more time collaborating and creating purposeful lessons that are appropriate for the grade. Professional development is required in differentiated instruction, classroom management, developing purposeful lessons in the alignment with the balanced literacy program. Additional barriers to continuous improvement were identified

during the Quality Review process and they are the need to enhance the work of teacher teams to ensure that all professional collaborations establish a clear instructional focus and result in the adjustment of classroom practice to improve student-learning outcomes. Refine goal setting and expand the use of multiple data sources to set interim goals for all plans to accelerate the learning of all students.

Expand processes to monitor interim goals and benchmarks for all target groups to track progress, make adjustments, and evaluate the success of all improvement plans.

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

Strategies being implemented:

- Many research-based strategies will be implemented such as: QTEL and TPR for ELLs and various strategies which are successful for Special Education students such as Stop and Jot, Graphic Organizers/Thinking Maps, Use of Highlighters, Chunking, Prompting for questioning techniques, Modeling, Mnemonics, Interactive Vocabulary, Text Interaction strategies, use of leveled texts, Reciprocal Teaching, Clarifying, VAKT strategies, ICT models, etc. Study group on scaffolding language structures for ELL students in all content areas for effective language development
- Professional development on differentiating instruction for ELL students based on Standards for English Language Learners and the ELL designations: Beginners, Intermediate or Advanced
- Professional development on the tiered instructional model
- Professional development on differentiating instruction based on content, process and product, to meet the needs of multi-level students
- RTI training for teachers and re-evaluating classroom placements for ELLs
- Intervisitations and instructional rounds will be used to evaluate the effectiveness of teaching practices, the implementation of differentiated instruction, teacher teams. Rounds will be conducted by the administration, CFN trainers and lead teachers.
- Academic Intervention Services will be provided to ELLs and ELL-Students with disabilities.
- Academic Intervention Services will be provided using the pull-out method with all SIFE students.
- ESL teachers will push-in with other ESL classes in order to provide additional direct instruction.
- Co-Teaching – The Co-teaching model is used in ICT classes and includes ELLs with special needs. Special Education Teacher Support Services (SETSS) supports ELL-SWDs and other students who are academically at risk.

Professional Development: IS 291 will provide professional development in the areas of Acuity, student portfolios, mastering the workshop model

methodologies, common core state standards for ELA, ESL state standards, student goal setting, the use of item skills analysis to differentiate instruction, specific strategies used by our special education staff members working with ELL-SWDs, Q-TEL, Total Physical Response (TPR) strategies, differentiation of instruction, and research-based proven ELA strategies. Staff development will be provided by the CFN, Assistant Principals, and ESL specialists from the CFN. Teachers will also be able to attend workshops affiliated with the Department of Education.

Target Populations: Teachers servicing the ELLs and ELL-SWDs

Responsible Staff Members: Principal, Assistant Principals for ELLs, CFN Staff Developer, ESL teachers

Implementation Timeline: September 2011 – June 2012

Data Analysis: Each teacher will be responsible for analyzing the results based on their student's strengths and weaknesses in all skills necessary for increasing their proficiency level on the New York State ELA exam given in May and the NYSESLAT exam. Teacher teams will be set up for analyzing data during common planning sessions. Teachers must submit a summary of student's progress periodically. Throughout the school year student work will be collected and analyzed in our instructional cabinet meetings.

Timeline: After each interim assessment period, the school will calendar days to monitor progress towards meeting the annual goal and will make any necessary adjustments or changes to the action plan, if applicable.

- November, 2011: The instructional team monitored progress. A diagnostic was administered, data was analyzed and attention was drawn to the lack of progress of our overaged student population. As a result, the following changes were made to this action plan:
 - Student/Parent meetings with teacher, administrators were scheduled.
 - The prevention and intervention team highlighted specific groups to target.
 - A complete data profile including guidance, attendance, dean reports was developed
 - We zoomed in on specific classes with a high level of infractions. We noticed that this class had a great number of repeaters and deans reports. This alerted us to a classroom management issues that some teachers were facing with the students
 - Instructional rounds were scheduled for those teachers and those students were put on the Changing the Mind Set conduct cards.
 - The progress of students using the Changing the Mind Set conduct cards will be carefully monitored between now and the next progress point in January.

- January, 2012: TBD
- March, 2012: TBD

Strategies for attracting Highly Qualified Teachers (HQT)

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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.

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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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	176	149	25	47	140	2	N/A	N/A
7	167	143	30	36	121	1	N/A	N/A
8	181	165	215	49	161	3	N/A	N/A
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><i>AIS in ELA is being implemented in several different ways:</i></p> <ul style="list-style-type: none"> • One 45 minute period per week for teachers whose program allows us to do so • Differentiate instruction in all ELA classes – Tier I Intervention • Through frequent content and skills based assessments, the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will receive a specific plan to meet their unique needs. • Student data will be used in order to identify students who have not met state performance standards in the core content areas. The classroom teacher in collaboration with their assistant principal will create a plan to meet the specific needs of each student. <p>English as a Second Language: <i>AIS in ESL is being implemented in several different ways:</i></p> <ul style="list-style-type: none"> • One 45 or 90 minute period per week for teachers whose programs allow us to do so • Differentiates instruction in all ELL classes – Tier I intervention. • Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. These students will be seen by an ESL teacher either in a small group or the ESL teacher will “push-in” to their content area class
<p>Mathematics</p>	<p><i>AIS in math is being implemented in several different ways:</i></p> <ul style="list-style-type: none"> • One 45 or 90 minute period per week for teachers whose program allow us to do so • Differentiate instruction in all math classes – Tier I intervention • Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not making progress from Tier I

	<p>will be referred for Tier II intervention. Students who are referred for Tier II intervention will receive a specific plan to meet their unique needs.</p> <ul style="list-style-type: none"> • Student data will be used in order to identify students who have not met state performance standards in the core content areas. The classroom teacher in collaboration with their assistant principal will create a plan to meet the specific needs of each student.
Science	<p><i>AIS in science is being implemented in several different ways:</i></p> <ul style="list-style-type: none"> • In addition to the State mandated periods of science instruction students will receive an additional 45 minute period of AIS instruction in science per week. • The science lab will be used as a vehicle to provide AIS instruction for seventh and eighth grade students
Social Studies	<p><i>AIS in social studies is being implemented in several different ways:</i></p> <ul style="list-style-type: none"> • One 45 minute period per week for teachers whose program allows us to do so • Differentiate instruction in all SS classes – Tier I Intervention • Through frequent content and skills based assessments, the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will receive a specific plan to meet their unique needs. • Student data will be used in order to identify students who have not met state performance standards in the core content areas. The classroom teacher in collaboration with their assistant principal will create a plan to meet the specific needs of each student.
At-risk Services provided by the Guidance Counselor	<p>School counselors will provide guidance and crisis counseling services during the school day, one period per week or more frequently if needed, to all students deemed at risk especially in grades 6-8. The service is offered in English and Spanish. Guidance counselors will visit classrooms to provide information that will benefit the entire student body. Guidance counselors will also be given student data that will allow them to track student progress as well create meaningful peer groups for specific student activities and guided programs. Students will be assisted in learning how to deal with various personal issues including school, friends, family current events, etc.</p>

<p>At-risk Services provided by the School Psychologist</p>	<p>The school psychologist will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to students deemed at risk. These services will identify emotional, social, neurological factors that impede student performance and provide prescriptive measures that address student needs by suggesting additional student support services.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Social Workers will provide counseling services to students deemed at risk and their families during the school day, one period or more frequent if needed. Students will be assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.</p>
<p>At-risk Health-related Services</p>	<p>Health related services are offered during the school day, one period a week or as needed, to all students in grades 6-8. Students will be assisted in learning how to cope with health related issues as obesity, diabetes, asthma, etc.</p>

**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: 32K291 **School Name:** Roland Hayes

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.

IS 291's New York State Accountability and Overview Report from 2011-2012 indicates that none of our student groups made AYP in ELA. The data shows a decline in our Level 3's and an increase in the number of students scoring a Level 1 and Level 2. Our school's accountability status for the 2011-2012 school year is Restructuring (advanced) Comprehensive. At IS 291, ensuring the academic success of our students in ELA will continue to be a high priority goal. Student progress in ELA will continue to be carefully monitored through interim assessments and frequent cycles of observations.

IS 291's Accountability Status Report from 2011-2012 indicates that 3 out of 6 student groups made AYP in mathematics; five of our 6 made AYP for the 2010-2011 school year. Our school's accountability status in Mathematics is Improvement (year1) Focused. This downward trend in Mathematics performance will become the focus of inquiry work this year in order to identify barriers for student success.

An analysis of a two year trend for all Students with Disabilities indicates an increase in the percentage of students that scored a level 1 and a decrease in the percentage of students that moved from Level 2 to Level 3. This overall result indicates a decline in progress made in ELA. I.S. 291 must examine the data as a means of identifying areas for improvement. SWDs did not achieve at level 4. Effective differentiated instructional initiatives must continue to be

identified in order ensure student progress to state proficiency at Levels 1 to 2 and 2 to 3. All teachers need additional support in differentiating their instruction thus enabling them to meet the unique needs of their students. Although common planning time has been implemented, teachers need to use the time more efficiently thus spending more time collaborating and creating purposeful lessons that are at the appropriate grade level. Professional development is required in differentiated instruction, classroom management, developing purposeful lessons in the alignment with the balanced literacy program.

As a result of this, an analysis of the Special Education ELA curriculum needs to be conducted to meet the needs of these students. Scaffolds and the appropriate modifications must be built into the curriculum in order to support SWDs and make sure each one is met at their point of entry when working through the curriculum aligned to the Common Core Learning Standards.

The trends analysis based on the School's Progress Report indicated a decline in the percentage of high needs Students with Disabilities meeting proficiency in ELA. Additionally, the Joint Intervention Team recommendations indicate a need to address Student With Disabilities including Integrated Co-Teaching – ICT, Special Education Teacher Support Services (SETSS), and students in Self-Contained classes. Therefore, supporting the academic growth of SWDs to meet proficiency or higher in ELA will remain a school wide priority.

An analysis of a two year trend for all ELL students indicates an increase in the percentage of students that scored a level 1 and a decrease in the percentage of students that scored a Level 2 in grades 6 and 7. In the 8th grade there was a decrease in the percentage of students scoring a Level 1 and an increase in the number of students scoring a Level 2. This overall result indicates a decline in progress made in ELA for ELL students in the 6th and 7th grade. I.S. 291 must examine the data as a means of identifying areas for improvement. ELL students did not achieve Levels 3 nor Level 4. Effective differentiated instructional initiatives must continue to be identified in order to ensure student progress to state proficiency at Levels 1 to 2 and 2 to 3. All teachers need additional support in differentiating their instruction thus enabling them to meet the unique needs of their students. Although common planning time has been implemented, teachers need to use the time more efficiently thus spending more time collaborating and creating purposeful lessons that are at the appropriate grade level. Professional development is required in differentiated instruction, classroom management, developing purposeful lessons in the alignment with the balanced literacy program.

As a result of this, an analysis of the ELA/ESL curriculum for ELLs needs to be conducted to meet the needs of these students. Scaffolds and the appropriate modifications must be built into the curriculum in order to support ELLs and make sure each one is met at their point of entry when working through the curriculum aligned to the Common Core Learning Standards.

The trends analysis based on the School's Progress Report indicated a decline in the percentage of ELL students meeting proficiency in ELA. Additionally, the Joint Intervention Team recommendations indicate a need to address all ELL students. Therefore, supporting the academic growth of ELL students to meet proficiency or higher in ELA will remain a school wide priority.

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.

- Students will be given clear goals and expectations
- Students will be held accountable for quality standard based work
- Parents will be notified of their child's progress or lack thereof
- Teachers will use data trends to set goals for targeted student groups.
- The use of common planning and meeting times for grade level teachers will be monitored.
- Professional development will be used to help teachers master effective instructional/classroom management and discipline techniques and methods
- Use data to support and increase teacher's capacity to track trends for individual and groups of students at the classroom and team level in order to deepen staff awareness and understanding of data trends
- Require teachers to use data to set instructional goals and create action plans that address the needs of their students
- Improve the quality of differentiated instruction in all ELA classrooms
- Monitor lesson planning for rigorous and cognitively demanding performance and assessment task that are fully aligned to the Common Core Learning Standards.
- Support the work of teacher teams ensuring all professional collaborations are guided by a clear instructional focus
- Teachers will be monitored and assessed for effectiveness and based on identified need teachers will be provided with training and professional development designed to ensure mastery and competence in implementing the Common Core Learning Standards.
- Students will be given frequent assessments some that mirror the NYS assessment others that are designed to test progress made in a specific skill area.
- Ensure curriculum map is aligned to New York State's Common Core Learning while addressing the needs of our students.
- Use the workshop model to deliver effective math lessons using Impact Math
- Utilization of the Balanced Mathematics program to deliver the IMPACT curriculum
- Effectively align a unit to the Common Core Learning Standards
- Teachers will work in teams in order to develop appropriate performance tasks that support the unit of study aligned to CCLS
- Instruction in Integrated Algebra will be provided to one 8th grade class in order for them to take the regents in June 2012
- Continue supporting afterschool program for Mathematics three times a week.

- Systemic use of writing tasks as a vehicle for learning mathematics including the use of graphic organizers.
- Problem of the week using the “Four-Square Writing Method”.
- Utilizing the revision process for content writing around problem solving.
- Train teachers how to use the TI-34II calculator effectively.
- Mandate the use of IMPACT Math Hot Words/Hot Topics as a supplement and encourage the implementation of word walls.
- Math Vocabulary acquisition will be promoted through the use of word walls with visuals, illustrations, pictures, etc.
- Promote student-to-student conversations in order to increase academic language acquisition.
- Teachers will support improved skills through the use of both written and oral instructions.
- Student Sharing out at the end of the lesson will indicate multiple ways of understanding (i.e., through oral responses, drawing labeling, acting out answers, etc.).
- Monitor the use of Math teacher common planning sessions (General Education Math teachers and ESL Math teachers) to ensure that planning time is being used so that math strategies and ESL strategies are being shared between all math teachers.
- Use frequent cycles of observations to monitor and assess the effectiveness of math instruction strategies to identify areas for teacher development and training.
- The AP Math and AP ESL will conduct joint formal and informal observations.
- Provide differentiated professional development training designed to address the specific needs of math teachers to support content knowledge, ESL strategies and improve the delivery of math instruction.
- Support teachers in utilizing individual student data that will allow them to tailor instruction to meet the unique needs of their students.
- Require teachers to use data to set instructional goals and create action plans that address the needs of their students.
- Infuse the use of Destination Math and test prep materials for ELL students.
- Conduct frequent assessments to monitor the effectiveness of teacher instruction and track student progress.
- Students and parents will be given clear goals and expectations during Parent/Teacher Conferences.
- Students will be held accountable for quality standard based work.
- Improve the quality of differentiated instruction in all special education classrooms
- Monitor lesson planning to ensure the effective use of formative and summative data

- Support the work of teacher teams ensuring that all professional collaborations are guided by a clear instructional focus
- Adjust classroom practices to improve student learning outcomes
- Use data to target students needing early literacy intervention and provide them with effective service
- Students and parents will be given clear goals and expectations
- Students will be held accountable for quality standard based work
- Parents will be notified of their child's progress or lack thereof
- Use common planning to assess and identify the need of level 1 students in self-contained classes
- Train teachers how to use Multi-Sensory Language Instructional Strategies to improve the literacy skills of level 1 SWDs
- Provide extensive training on writing quality Individual Educational Plans (IEP) with SMART goals aligned to state educational standards
- Prepare ELA information centers for open school night and afternoon
- Provide teachers with the needed resources
- Help teachers master differentiation
- Use professional development to help teachers master effective instructional/classroom management and discipline techniques and methods
- Require teachers to use data to set instructional goals and create action plans that address the needs of their students
- Teachers will be monitored and assessed for effectiveness and based on identified need teachers will be provided with training and professional development.
- Many research-based strategies will be implemented such as: QTEL and TPR for ELLs and various strategies which are successful for Special Education students such as Stop and Jot, Graphic Organizers/Thinking Maps, Use of Highlighters, Chunking, Prompting for questioning techniques, Modeling, Mnemonics, Interactive Vocabulary, Text Interaction strategies, use of leveled texts, Reciprocal Teaching, Clarifying, VAKT strategies, ICT models, etc. Study group on scaffolding language structures for ELL students in all content areas for effective language development
- Professional development on differentiating instruction for ELL students based on Standards for English Language Learners and the ELL designations: Beginners, Intermediate or Advanced
- Professional development on the tiered instructional model
- Professional development on differentiating instruction based on content, process and product, to meet the needs of multi-level students
- RTI training for teachers and re-evaluating classroom placements for ELLs
- Interventions and instructional rounds will be used to evaluate the effectiveness of teaching practices, the implementation of differentiated instruction, teacher teams. Rounds will be conducted by the administration, CFN trainers and lead teachers.

- Academic Intervention Services will be provided to ELLs and ELL-Students with disabilities.
- Academic Intervention Services will be provided using the pull-out method with all SIFE students.
- ESL teachers will push-in with other ESL classes in order to provide additional direct instruction.
- Co-Teaching – The Co-teaching model is used in ICT classes and includes ELLs with special needs. Special Education Teacher Support Services (SETSS) supports ELL-SWDs and other students who are academically at risk.

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.

IS 291 will use 10 percent of the Title I funds for professional development to remove the school from school improvement as follows:

- Utilize per session funds for teacher teams in ELA and Mathematics to continue revision of curriculum maps for grades 6, 7, & 8, that infuse the Common Core Learning Standards. Curriculum maps will incorporate scaffolds to support students with disabilities (SWDs), LEPs, and all students not making Adequate Yearly Progress. Revisions to maps will include research-based instructional scaffolds and strategies that differentiate instruction. The department teams will be facilitated by the Assistant Principals of ELA and ESL/Bilingual.
 - Provide professional development to assist in developing the curriculum maps with scaffolds and modifications in order to effectively support SWDs and LEPs.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

New teachers form the basis of cohort professional development, which targets specific teacher needs based on instructional goals, objectives and actions that are established in the CEP action plans. Therefore, Coaches, Lead Teachers and Assistant Principals will implement an effective mentoring program for new teachers and a differentiated program that supports the needs of teachers requiring additional support. High-quality professional development will be provided in the form of inter-classroom visitations and professional development workshops on the core curriculum. Experienced teachers will be encouraged to collaborate with new teachers in each subject area, which will be supported by

weekly meetings on curriculum, followed by opportunities to plan and share instructional ideas.

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.
 - Parents will be provided with translated information regarding the school's accountability status during a parent meeting to be conducted by grade. Parents will have the opportunity to ask questions regarding the status of the school, school plans, curriculum, student support services, school activities, and community/city programs
 - Parent meetings will be translated.
 - Parents will also be linked programs and resources within the community that provide support services to families.
 - Accountability reports on school performance will be shared with parents during these open meetings, and input for future goals will be solicited.
 - Parents of SWDs and LEPs will be provided with accessible parent/family information and resources that will support them with and their children.
 - SLT committee will be used as a vehicle for involving parents in setting student goals in order to prepare them for secondary education and careers.

**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 Charles Admunson	District 32	Borough Brooklyn	School Number 291
School Name Roland Hayes			

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

Principal Jacqueline Rosado	Assistant Principal Eva Proctor
Coach Literacy-Juli Ann Waite	Coach type here
ESL Teacher Jaime Morales	Guidance Counselor June James
Teacher/Subject Area Arturo Aguirre/	Parent Carmen Rodriguez
Teacher/Subject Area Michael Frank	Parent Coordinator Deborah Watson
Related Service Provider Regina Melendez/Speech	Other type here
Network Leader Daniel Purus	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	4	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	650	Total Number of ELLs	165	ELLs as share of total student population (%)	25.38%
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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. 

The following steps are followed for the initial identification of students who may possibly be ELLs.

At registration, parents are given a Home Language Identification Survey (HLIS) and registration materials in their native language, which includes an informal oral interview in English and in the native language. The ESL teacher and or licensed pedagogues assist completing the (HLIS), when necessary, to identify the child's language proficiency. After the initial screening, an informal interview and HLIS completion, the child is identified as a possible candidate for ESL instructional services. The ESL teacher administers the Language Assessment Battery-Revised, LAB-R, test. This test is given within ten days of enrollment. We use this test to identify the student as an English Language Learner or English Proficient. If the student is identified as an English Language Learner and the language spoken at home is Spanish, the student is given the Spanish LAB.

All English Language Learners (students who were identified on the ATS-RLAT Report) must take the New York State English as a Second Language Achievement Test (NYSESLAT) during the Spring. This test which is from the State Education Department of Education measures English proficiency levels in Listening, Speaking, Reading and Writing. Certified Teachers who are to administer the test are required to attend a state mandated training. After training the certified pedagogues will administer the assessment to all eligible students. Students who are eligible take all four components of the assessment. (Speaking, Listening, Reading and Writing). Test results is used to determine if the student continues to be Limited English Proficient.

The following are guidelines in place to ensure that parents understand all three program choices (Dual Language, Freestanding ESL, and Transitional Bilingual). The school clearly presents the options with clarity and objectivity. All parents of newly enrolled students, English Language Learners are invited to attend an orientation session within 10 days of the ELLs enrollment. If it is possible, parents will view the video at the time of enrollment. A certified ESL teacher, Parent Coordinator or Assistant Principal, conducts the orientation sessions at a designated time during two-week interval. An in-depth explanation of the three choices and models are presented to the parents, as well as the parent information DVD in their native language. The DVD are available in nine (9) languages. The video describes the various programs offered by the city of New York to their children.

Once the parent view the DVD, parents also receive a brochure which further explains the program options. After viewing the DVD parents are encouraged to ask questions, so that they can make the best decision for their children. Once the parents view the video, questions are answered and ample explanation of the program choices are given, parents receive a survey and a program selection form. Parents are encouraged to fill out the form and return to the ESL Teacher, Assistant Principal or Parent Coordinator. Parents who are unable to attend, receive phone calls, and or letters in order to make arrangements to attend a scheduled session and or receive the information before school or after school.

Once the LAB-R is administered and scored, we analyze the results to determine if the student scored below the cut score. If the student

scored below, the student is entitled to bilingual services. The parent is immediately notified in writing through an Entitlement Letter as to the services the child is entitled to receive. All documents: non-entitlement, entitlement, survey and program selection forms are maintained in a binder. After receiving the parents program choice, the school administrator makes sure student is placed in accordance with the parents selection.

We also analyze prior to the beginning of the school year, the data which determine who is entitled to continue to receive services. Parents are informed in writing (in their native language) continued students entitlement.

Asd required by CR Part 154, parents are invited to attend several meetings throughout the school year. These are: Open House, Open School Day and or Evening, Workshops tailored for them, school trips, special assemblies, and meetings facilitated by the Parent Coordinator. Translators are available to provide the information to Non-English speaking parents as well as a unit translator equipment.

After analyzing the survet forms, we noticed that approximately 75% of parents are choosing Transitional Bilingual and 25% are requesting Free-Standing ESL. We do not have a Dual Language Program but we do inform parents of other schools who offers that service.

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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							19	25	29					73
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							19							19
Push-In							11							11
Total	0	0	0	0	0	0	49	25	29	0	0	0	0	103

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	163	Newcomers (ELLs receiving service 0-3 years)	18
		Special Education	14

Number of ELLs by Subgroups											
SIFE	25	ELLs receiving service 4-6 years					24	Long-Term (completed 6 years)			7

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. ①

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	88	18	0	22	22	0	10	0		120
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	67	11	2	17		8	43	0		127
Total	155	29	2	39	22	8	53	0	0	247

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							19	25	29					73
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French							1		2					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other								1						1
TOTAL	0	0	0	0	0	0	20	26	32	0	0	0	0	78

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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	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 L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

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							19	25	29					73
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								2						2
Haitian														0
French								1	3					4
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Other								1						1
TOTAL	0	0	0	0	0	0	19	29	32	0	0	0	0	80

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

I.S. 291 ESL and Transitional Bilingual services is organized to reflect current research and best practices. We currently have three ESL teachers, one Common Branches Bilingual Teacher, two content area teachers, Social Studies and Math, one Native Language teacher and two Foreign Language Teachers. All ELLs receive instruction from fully certified teachers. Three certified ESL teachers use the Push-In/Pull-Out model to service the students. Students are grouped homogeneously, based on the skills needed to develop academic language as measured by the LA-R, NYSESLAT, and informal tools such as teachers assessments, folders, journals, and student work. All teachers who service our students are certified.

I.S. 291 instructional model ensures that the mandated number of instructional minutes are provided according to proficiency levels in Transitional Bilingual and English as a Second Language Programs. In compliance with CR Part 154 and No Child Left Behind, all of our students, according to their proficiency levels receive 180 to 360 minutes a week of ESL instruction. Beginners and Intermediate students receive 360 minutes per week. Advanced students receive 180 minutes of English Language Arts as required under CR Part 154. In the Transitional Bilingual programs, students receive Native Language Arts (NLA).

I.S. 291 is a Title I and Title III school. The aforementioned funding helps ensure that ELLs receive the appropriate services in order to meet and exceed all city and state performance and content standards. Transitional Bilingual and ESL Program are aligned to the LAP Guidelines. At 291, we use the Workshop Model. A differentiated approach to instruction for all proficiency levels is implemented.

The instructional model develop the four modalities: Listening, Speaking, Reading and Writing. It is our vision and our goals that:

A. Programming and Scheduling Information

1. Students performance will increase in state and city assessment
2. Teachers will use standard based, research strategies to improve students' performance
3. Students academic and literacy skills will show a remarkable improvement
4. Teachers will provide opportunity to improve students listening, speaking, reading and writing skills
5. Scaffolding strategies is used throughout all content area

I.S. 291 teachers use during ESL, Bilingual instruction usedifferent strategies in the delivery of the lesson. They provide an opportunity for reading, writing, listening and speaking. Provide opportunities for language development and learning such as clarifying, restating, rewording and paraphrasing. Teachers also scaffolds lesson, models, uses illustrations, mime activites, diagrams, charts, graphs, etc. To evaluate students native language the teacher looks at the ELE report as well as classroom assessment.

Students that are SIFE are encouraged to participate in the Afterchool Programm. During regular school hours they are scheduled to receive intervention at least two periods a week. Teachers include in their lessons differentiation of instruction, use age appropriate materials for the students, meet with the ESL/NLA teacher during common prepartion time to discuss and plan for those students. We also meet with the parents and discuss ways in which they can help their children at home.

Students that are have been in the Bilingual/English as a Second Language Program for three to more years receive academic intervention three times a week. Students are also encourage to participate in the after school program. Teachers also include in their lessons vocabulary development, reading comprehension as well as writing activites. Parents are also advised on steps they may take when students are home.

Students with special needs.-teachers use the following strategies: visual, simplify language, and the use of appropriate materials to meet their needs. All English Language Learners in self-contained Special Education classes are serviced as per their Individual Education Plan.

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

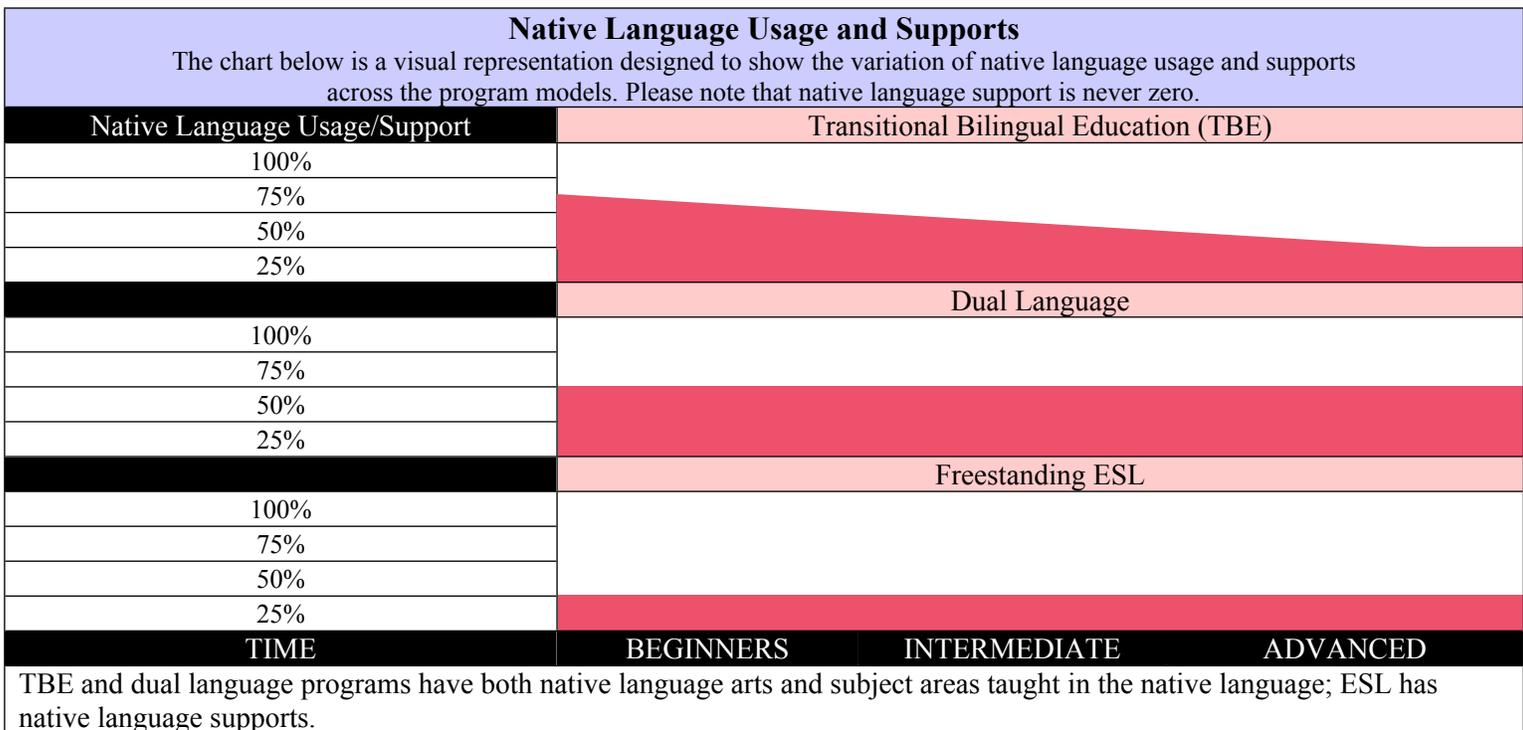
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	701/Spanish		801/Science	Spanish
Social Studies:	701/Spanish		801/Siocial Studies	Spanish
Math:	701/Spanish		801/Math	Spanish
Science:	701/Spanish		801/Native Language Arts	Spanish
			601/Math	Spanish
			601/Social Studies	Spanish
			601/Science	Spanish
			601-Native Language Arts	Spanish

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

	Beginning	Intermediate	Advanced
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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?

II.S. 291 looks at the data ELA, Math, NYSESLAT, LAB-R, ELE, to identify the students who will be needing Academic Intervention Services (A.I.S.). We examine the NYSESLAT to identify the students that did not meet proficiency level and plan for their instruction.

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?
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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?

I.S. 291 looks at the data ELA, Math, NYSESLAT, LAB-R, ELE, to identify the students who will be needing Academic Intervention Services. A.I.S.). We examine the NYSESLAT to identify the students that did not meet proficiency level and plan for their instruction accordingly. We notified the parents or guardians. Students that did not meet proficiency level in NYSESLAT and are not meeting the standards in ELA and Math are targeted for Academic Intervention Services, Extended -Day and are encouraged to attend Title III After School Program.

In addition, teachers ESL and Bilingual teachers examine the students assessments during the common planning period and tailor their instructions to meet the students need. Students who achieved proficiency in NYSESLAT are also encouraged to participate in the After School Program. We also extend the testing accommodations for the two years period. We also disseminate information to all AIS service provided by the schools' SES. We currently have the program Destination Math which is a computer based program. The Math teacher uses this technology program as part of his teaching program. All students have access to this program at home therefore, the math teacher assigns work for the students to do at home.

This year as usual, we will be using Getting Ready for the NYSESLAT, from Attanasio and Buckle Down from Option for Math, Reading and Writing to be used during the After School Program. Native language support is given to all students according to their proficiency level. SIFE students receive academic intervention three times a week. We also encourage the SIFE students to attend Title III After School Program. All programs, support and resources offered to our ELLs students at I.S. 291 is age and level appropriate.

To ensure communication between parents and I.S. 291, we mail a letter welcoming the students to the coming year. We also invite parents to a meeting in which all pertinent information is disseminated at that time. We also invite parent to an Open House in which they get the opportunity to meet their children's teachers, visit the classrooms and have lunch with their children and staff.

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.

D. Professional Development and Support for School Staff

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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

I.S. 291 provide on site professional development to all ESL/Bilingual teachers and Content Area Teachers. Professional Development is given during their common preparation, and after school. The professional development is design to assist all ESL/Bilingual teachers in planning and delivering their lessons to optomize learning and results in all assessments. The following professional development are offered:

I.S. 291 will conduct a training for all Non-ELL teachers The training will be given in three sessions. The training will provide the Non-ELL teachers an overview of the ELLs and strategies they must use when students are in their classes.

Differentiation of Instruction-ELLs

Analyzing Data: Implication for Instruction

Common Core Learning Standards-Infusing ESL Strategies for all ELLs

Planning-Instruction and Assessment-Looking at Students Work

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?

Parents/Guardians are encouraged to participate in all school activities. We invite parents to join their children to trips, and special assemblies in our school. We also provide workshop to keep them inform. The workshops will enable parents to take an active part in their child's learning. A series of one-hour workshop will be held on a monthly basis (times will be announced throughout the year) to accommodate parents schedule. Translation will be available at all parents' workshops.

1. NYS Math and ELA Exam-Preparing my child for the exams
2. Promotional Policy for ELLs
3. Components and Structure of the NYSESLAT
4. ARIS-Parent Link

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)							9	22	29					60

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							6	19	8					33
Advanced (A)							21	20	5					46
Total	0	0	0	0	0	0	36	61	42	0	0	0	0	139

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							6	13					
	I							7	1					
	A							6	19					
	P							7	3					
READING/ WRITING	B							5	20					
	I							8	2					
	A							13	16					
	P							0	0					

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	45	93	54	0	192
7	66	95	25	0	186
8	65	99	28	1	193
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	24	0	86		74		12		196
7	53		81		57		6		197
8	80		89		37		8		214
NYSAA Bilingual Spe Ed									0

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8	19	24	21	19	27	3	10	2	125
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 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)	28	31	22	7				
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?

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: Roland Hayes

School DBN: 32

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Jacqueline Rosado, I.A.	Principal		1/1/01
Ms. Eva Proctor	Assistant Principal		1/1/01
Ms. Debra Watson	Parent Coordinator		1/1/01
Mr. Jaime Morales	ESL Teacher		1/1/01
Ms. Catherine Rodriguez	Parent		1/1/01
Mr. Michael Frank	Teacher/Subject Area		1/1/01
Mr. Arturo Aguirre	Teacher/Subject Area		1/1/01
Ms. Juliann Waite	Coach		1/1/01
	Coach		1/1/01
Ms. Sarahill Perez	Guidance Counselor		1/1/01
Mr. Daniel Purus	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: 291 School Name: Roland Hayes

Cluster: 208 Network: CFN

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.

We examine the Language Survey selection in which parents identify the language spoken at home by the student and parents. Based on this information, all communication materials is sent to the students' home in the language the parents have selected in Part 3 of the Home Language Survey.

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

The oral interpretation provided by I.S. 291 will be Spanish. This was determined after reviewing the Home Language Survey for "language Spoken at home". In addition, the school will provide to the parents whose vernacular language is other than English, a notification of their rights. Notices will be posted in the Parent's Coordinator's Office, in the lobby on the Main Entrance, Conference Room and Main Office. Parents will also be informed on their rights to obtain documentation or oral translation in their spoken language.

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.

We currently have staffs and parent volunteers who speak the following languages: Spanish, French and French Creole. All communication materials to be sent to the home will be translated into the aforementioned languages. We will also utilize the Interpretation and Translation Unit to translate all other languages. We will make sure that all materials to be translated by the Translation Unit are sent in a timely manner in order to be disseminated to the parents in a timely fashion.

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.

The oral interpretation provided by I.S. 291 will be Spanish. This was determined after reviewing the Home Language Survey for "language Spoken at home". In addition, the school will provide to the parents whose vernacular language is other than English, a notification of their rights. Notices will be posted in the Parent's Coordinator's Office, in the lobby on the Main Entrance, Conference Room and Main Office. Parents will also be informed on their rights their rights to obtain documentation or oral translation in their spoken language.

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 goal of I.S. 291 is to communicate 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 education options, and parents' capacity to improve their children's achievement. To this end, a team of individuals will be responsible for translating all documents in a timely manner. The Translation and Interpretation Unit will be utilize to translate documents in languages other than the above mentioned language spoken at the school by staff and parents volunteers. Parents will receive a letter explaining their rights. All written communication will be sent to their homes in the parents' language communication preference.

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: Roland Hayes	DBN: 291
Cluster Leader: Charles Admunsen	Network Leader: Daniel Purus
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: <u>-0</u>
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: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 1

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

I.S. 291 is committed to the quality education available to our ELLs students. Our school implements Transitional Bilingual and Freestanding ESL Programs in accordance with CR Part 154 and Title III Guidelines for approximately 165 students. All bilingual and ESL teachers are appropriately certified. We have three freestanding classes in grades 6-8 and two ESL classes in accordance with CR Part 154 and Title III Guidelines. The ESL Program provides service to all entitled students using the Push-In, Pull-Out Model. All bilingual students receive instruction as per the Language Allocation policy. Instruction is tailored to comply with the city and state performance and ESL standards. All students are also provided with Differentiated Instruction to meet or exceed city and state learning and performance standards. We have one-Sixth Grade Bilingual (Spanish) class, one-Seventh Grade Bilingual (Spanish) class, and one-Eighth Grade Bilingual (Spanish) class. We also have one Seventh Grade ESL class and one Eighth Grade ESL class in accordance with CR Part 154 and Title III Guidelines. Our goal and vision is to create a learning community in which students and staff as well as parents learn together through meaningful experiences. Additionally, staff members as well as parents participate in high quality professional development. Teachers enhance their teaching and learning and students improve their knowledge, performance and academic achievement.

I.S. 291K provides Title III Program provides English Language Learners with supplemental instruction in an ESL/After School Academy. The instructional program will service ELLs in grades 6-8 who scored at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Students who scored proficient in the NYSESLAT

will also be invited to participate in the program. The After School Academy will be offered to support the instructional program as well as to improve academic performance.

The After School Academy services all ELLs who need to meet the New York City and State Standards as

Part B: Direct Instruction Supplemental Program Information

well as ESL Standards. The focus will be in Reading Comprehension, Writing and Math Problem Solving activities. The program will meet three times a week, Tuesday, Wednesday and Thursday from 3:05 to 5:00 p.m. for a total of 22 sessions beginning in October 2010 through May 2011. There will be three classes one class per grade (6, 7, 8). Each group will have 12-15 students. Certified Bilingual/ESL teachers will provide supplemental instruction in alignment with the New York City and New York State performance standards. The After School Academy will service approximately 45-50 students. Various strategies will be used to provide the students optimum opportunity to achieve proficiency and meet the standards on the NYSESLAT as well as New York City and State Standards. Instructional materials will be purchased to provide instructions. Math, Reading and NYSESLAT practice materials will be used. Native Language supplementary materials will be used to enhance the program.

General Instructional materials will be purchased such as markers, chart paper, rulers, graph paper, notebooks and other manipulative. This program will also have a supervisor to assure rigorous academic and quality education.

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: At I.S. 291, Professional Development Program will focus on providing teachers the opportunity to enhance their knowledge by additionally conducting professional development in the infusion of ESL strategies in the content area on differentiated instruction based on language proficiency, alignment to the Workshop Model for ELLs with citywide core curriculum. Teachers will also receive staff development to increase effective instructional practices in the following: Analyzing Data to Drive Instruction, i.e. NYSESLAT, ELA, Math, Social Studies and Science and Spanish. A study group will be created to research updated programs and strategies. The study group will be part of the teachers' Circular Six periods. Professional books will be purchased for this activity. School administrators, and ESL/Bilingual teachers, will facilitate these after school professional development sessions. Participating teachers (3) will receive five sessions of 2 hours professional development workshop from 3:00p.m.- 5:00p.m. for 4 weeks. Teachers who service ELLs students will receive 7.5 hours of professional development on an overview of ELLs and their needs. The following is a projected format for staff development:

1. Two hours on Differentiated Instruction
2. Two hours on Infusing ESL strategies across Content Area
3. Two hours on Analyzing Data to Drive Instruction
4. Test Sophistication-Strategies-to prepare students to meet city, state and ESL standards.

Part C: Professional Development

5. Analyzing Students’ work-Protocol

Teachers will gain a better understanding of the aforementioned assessments. Also, we will highlight instructional strategies in the classroom to strengthen students’ skills and performance in city and state assessments.

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: At I. S. 291 we encourage parents to be active participants in their children's learning. Workshop will be held on a monthly basis based on parents' availability. We conduct informational workshops such as:

1. Assessing my child's assessment/information-ARIS/October
2. Using Technology Based Program-Destination Math/November
3. Promotional Criteria for ELLs-December
4. Component and Structure of the NYSESLAT/February
5. Helping students prepare for statewide and citywide assessments /March

Each workshop will be conducted monthly for approximately two hours.

The ELLs Supervisor, ELA Coach, Parent Coordinator, will conduct the above workshops At the end of the year a culminating activity for all participating parents will be provided. Certificates of participation and achievement will be given to the students as well. Translation services and refreshments will be provided at the workshops. Notification of the aforementioned workshops will be by mail, e-mail, phone calls,and home visits if necessary.

Part E: Budget

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

Allocation Amount: \$26960

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		

Part E: Budget

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

Allocation Amount: \$26960

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">High quality staff and curriculum development contracts.		
Supplies and materials <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		