



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THE ALBANY AVENUE SCHOOL

DBN: 17K091

PRINCIPAL: TESSA ALLEYNE

MAIL: TALLEYN2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. BUFFIE SIMMONS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|---------------------|--|-----------|
| Tessa Alleyne | *Principal or Designee | |
| Felicia Handberry | *UFT Chapter Leader or Designee | |
| Sharaya Mclver | *PA/PTA President or Designated Co-President | |
| Virginia Carrington | DC 37 Representative, if applicable | |
| | <i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Barbara Alston | CBO Representative, if applicable | |
| Carol Hoyte | Member/ | |
| Deborah Farley | Member/ | |
| Stephanie Fulson | Member/ | |
| Fagaenston Gilsaint | Member/ | |
| Thelma Sampson | Member/ | |
| Emily Lindsay | Member/ | |
| Shara Coke | Member/ | |

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

SQR. First bullet 3 page 6; SQR pg. 6 "Increase the alignment of pedagogy to the curriculum and continuo to build teacher capacity

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 2.2 School leader's vision

 X 2.4 School leader's use of resources

 X 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 100% of the teachers will completed 3 cycles of mini observations focused on competencies 1E, 3D, and 3B

Designing coherent instruction

Using questioning and discussion techniques

Using assessment in instruction

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) Use an F- status coach to provide me with support around the observation process.
 - e) Time-line for implementation.

Observations and analyzing data of students as administrators focus on teaching practices

Principal and assistant principal. Network and DOE staff, including the use of an F status coach to provide me with support around the observation process

Professional development plan dwell deeper and provide on-going knowledge with the Danielson Framework for teachers and administrators

Attendance at network meetings and sessions provided by the Leadership Academy

Instructional cabinet meetings to develop evidence aligned to the rubric specific to the school

Develop templates/checklists aligned to the framework

Professional readings and discussions

Provide current information around the Framework through various means of communication.

DOE effectiveness coach

Conduct timely feedback sessions

Enhance practice of collecting low-inference data

Incorporate the use of technology to collect low inference data

Develop a focused lens around each of the competencies.

Teachers develop goals and check points

Written feedback to teachers

Low inference notes

System for mini observations

Teacher professional development plans/goals reflecting feedback conversations

Attendance/agendas/orientations and professional development

Teacher implementation of feedback

Attendance at network meetings

Changes in teacher practices based on feedback.

Impact on student performance

September 2012- June 2013

Budget and resource alignment

• Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal. – **Hiring an F- status coach for a number of sessions to provide supervisory** support

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

X Other-describe

here: Consolidated _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a consolidated funded school all of the resources are aligned to support any and all programs focused on changing instructional practices and increasing student performance.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

SQR. First bullet page 5

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 3.2 Enacted curriculum

 X 3.4 Teacher collaboration

 X 3.3 Units and lesson plans

 X 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 all students in grades K – 5 will have engaged in two (2) ELA and two (20 Math performance tasks. There will be a 5% increased of students achieving the proficiency level in Level 3 from 32% to 37%.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Review the performance data from the previous ELA/Math tasks across the grades

Review students NYS scores

Review current assessment data sources

All staff members, including the administrators, literacy coach and data specialist would be involved. DOE and Network Team members

Collaborative Inquiry groups will develop various protocols, including rubrics, for looking at student work.

Professional development focused on ELA/Math Units of Study aligned with the CCLS

Professional development on ELA/Math strategies across all grades to create plans for teaching and learning.

Professional development on performance based assessments (authentic assessment)

Create systems to monitor and revise the collection and for looking at student work

Professional development on Depth of Knowledge (DOK) and curriculum maps.

Create a timelines to checks interim progress and to make necessary revisions

Lunch and Learn sessions

Teacher Team Weekly collaborative meetings

Agendas/attendance sheet forms

Lesson plans and observations

Work displayed on bulletin boards

Professional development and Inquiry team meetings

Curriculum units aligned to the CCLS

The use of DOK in classrooms

Students work sample

Participation in outside professional development sessions (Network, DOE , Leadership Academy)

Artifacts (checklist, rubrics) to monitor and revise teaching and learning

Student completion of performance tasks in Literacy and Math

Timeline: November 2012- May 2013

Budget and resource alignment

• Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

X

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: **Consolidated**

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a consolidated funded school all of the resources are aligned to support any and all programs focused on changing instructional practices and increasing student performance.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

SQR pg. 6

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 4.2 Instructional Practices and strategies

 X 4.4 Classroom environment and culture

 X 4.3 Comprehensive plans for teaching

 X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 we will increase the number of teachers by 100% using and becoming more effective in analyzing data to differentiate instruction in their classrooms for all students.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

Review and discuss teachers' professional goals

Observe teachers' practices

All staff members

Provide teachers with training in analyzing data

Data specialist provide staff members with information about data and how to use it to drive instruction

Consultants to provide administrators and staff with data support

Provide teachers with training in accessing ARIS, Acuity and other data sources

Meet with teachers individually and during grade conferences to discuss data and their instructional plans

Provide teachers with guidance and support around differentiated instruction – study group, lunch and learn, and other forms of professional development and inter-visitation.

Provide teachers with feedback and suggestions related to differentiated instruction

Reflecting on a cross section of data (Running records, Performance series, ECAM, Acuity etc) staff members will be provided with time to work in teams to assess the strengths and needs of students. Staff members will then decide on implication for instruction, group students according their needs and set goals. They would plan instruction tailor to meet the needs of every student. Lessons would be scaffold and tiered to meet the needs of our struggling students, SE and the ELLs.

Teachers will look at students work and data to assess their pedagogy and effectiveness of instruction to our struggling students and to adjust the curriculum and instructional methodology to meet the needs of our struggling population

CFN network will provide onsite professional development for teachers

To evaluate progress, the following would be taken into consideration:

Walkthrough notes

Informal and formal observations

Teachers' lesson plans

Agendas/Sign-in sheets

Conference notes

Student progress

Student work

Timeline: Ongoing throughout the school year.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Consolidated_

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a consolidated funded school all of the resources are aligned to support any and all programs focused on changing instructional practices and increasing student performance.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Learning Environmental Survey pg. 6

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

- | | |
|---|---|
| <input checked="" type="checkbox"/> 5.2 Systems and partnerships | <input checked="" type="checkbox"/> 5.4 Safety |
| <input type="checkbox"/> 5.3 Vision for social and emotional developmental health | <input checked="" type="checkbox"/> 5.5 Use of data and student needs |

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 we will increase safety for all students and staff as evidence by a decreased of 50 % incidents reported into OORS specifically focusing on Levels 1- 5 infractions according to the school disciplinary code 2012.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Analyze data from the 2012 OORS report

All staff

Provide leadership in assessing, developing and monitoring the school safety plan

Establish a school safety committee with various stake holders who would be responsible for providing advice and making decision around safety issues

Establish a continuous system of school incidents tracking, reporting and feedback and provide this information to the safety committee

Implement the DOE disciplinary Code

Design a school environment that ensures safe traffic pattern within and to and from school

Adopt DOE procedures for safety drills, emergency evacuation and crisis management

Provide support for students with social and emotional issues that would result in less incidents and a safer environment

Effectiveness of school safety plan
Agendas and sign –in sheets for meetings and training
Low inference observation as regards to safety
A decreased in school incidents

Ongoing, throughout the school year

Budget and resource alignment

• Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: **Consolidated**

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a consolidated funded school all of the resources are aligned to support any and all programs focused on changing safety practices and increasing student performance.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

School Environmental Survey – Communication pages 1 & 5

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

| | | |
|--|-------------------------------------|---|
| <input checked="" type="checkbox"/> 6.2 Welcoming environment | X | <input type="checkbox"/> 6.4 Partnerships and responsibility |
| <input checked="" type="checkbox"/> 6.3 Reciprocal communication | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> 6.5. Use of data and families |

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

•
By June 2013, staff will engage in opportunities to increase communication with parents reflected by an increased in the Learning Environmental Survey from 7.5 to 7.6.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based 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.

Review of School Environmental Survey

All staff members including the parent coordinator. Network staff and Consultants

Reinforce communication between teachers and parents around student progress and behavior.

Monthly newsletters and calendars

The use of email/ letters to communicate with parents

Develop technology – Engrade and ARIS parent link- and provide parents with training information.

Monthly “coffee with the principal”

Parent coordinator conduct survey and provide workshops for parents

The use of the ‘Parent –In take” forms

Use of the auto messenger to communicate with parents

PTA/SLT meetings

Parent orientations

Open school week

Parent teacher conference

Training and using learning leaders

Math & Literacy night

Workshops informing parents about instructional issues e.g. the CCLS

The use of our LED message board.

Provide translation for parents

Continue to develop school web site with information for parents

Interim progress report for parents

Extra-curricula activities for parents- school concerts, Spirit Day, International Day, Field Day

Attendance at meetings and sign-in sheets

Parent support in the school

Impact on students learning

Budget and resource alignment

• Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: **Consolidated**

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a consolidated funded school all of the resources are aligned to support any and all programs focused on enhancing communication practices and increasing student performance.



ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Services (AIS) | Description | | |
|--|--|---|--|
| | Type of program or strategy (e.g. repeated readings, interactive writing, etc.) | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.). |
| ELA | <p>In our school, the IEP teacher, SETTS teacher, coach, other providers and classroom teachers provide students who need additional support in ELA. The TCWRP is being used in the school. Students are taught to use graphic organizers to scaffold their writing. The writing continuum is used to help students improve in their craft. Staff supports students by conducting guided reading in the classrooms so that they can support students with comprehension during the reading workshop. A variety of informational and literary texts are used to support student learning. During the Extended day, various skill books are used with the students.</p> <p>Use of the DOK Use of RTI</p> | <p>Students who need additional support are provided with small group instruction inside the classroom during the literacy block. This is done in small groups and in some cases one-to-one</p> | <p>During the school day Flexible schedule during instructional program Extended Day during collaborative Inquiry After school programs</p> <ol style="list-style-type: none"> 1. Early Bird Academy 2. Project intervention 3. Spring Intensive 4. Saturday Academy |

| | | | |
|-------------|---|---|--|
| | Curriculum mapping Assignments and home work/projects are differentiated to meet the needs of students. | | |
| Mathematics | To support our students, math instruction is tiered at various levels. Our AIS students are given more manipulatives . Math skill books are used during the Extended day Programs Charts and activities to support problem solving skills Use of the DOK Use of RTI Curriculum mapping Assignments and home work/projects are differentiated to meet the needs of students | Students who need additional support are provided with small group instruction inside the classroom during the Math block. This is done in small groups and in some cases one-to-one. | During the school day Extended Day during collaborative Inquiry After school programs <ol style="list-style-type: none"> 1. Early Bird Academy 2. Project intervention 3. Spring Intensive 4. Saturday Academy |
| Science | The Science specialty teachers have small group instruction during the Science period to support the Science instruction. Students document their work in their science notebooks. These students are provided with more hands-on instruction to scaffold their learning. Inquiry-based teaching Use of the DOK Use of RTI Curriculum mapping | Small group instruction | During the school day |

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The principal and the hiring committee carefully scrutinize resumes for staff. Upon consensus, prospective staff members are invited for an interview. For classroom teachers, they are asked to conduct a demonstration lesson. For such positions as psychologist and social workers, district supervisors are asked to attend the interview. The committee makes recommendation for hiring and the principal makes the final decision on whether to hire a staff member or not. Other professionals recruit during job fairs, the Open Market or upon recommendation persons.

During the recruitment process and prior to the commencement of employment, certification credentials are verified. We also provide support to teachers who are not HQ to become HQ by using the 5% Title 1 set aside to help teachers obtain their certification. Teachers' assignments are based on their qualification.

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

Consultants, such as the AUSSIE providers are invited to the school to provide differentiated professional development for staff. The data specialist and the literacy coach conduct lunch and learn and other sessions after or before school. Seasoned professional mentors all new staff members.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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. The school will maintain this information.

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

P.S. 91 Title 1 Parent Involvement Policy

P. 91 is committed to developing and implementing a parent policy that fosters a partnership between home, school and community. It is important that families and schools work together to help students achieve high academic standards, through a process that includes all stakeholders. We have identified key areas that contribute to a partnership that supports greater student achievement.

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

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

Increase and improve parent involvement and school quality by:

1. Actively involving and engaging parents in the planning, review and evaluation of the effectiveness of the school's Title 1 program, as outlined in the Comprehensive Educational Plan (CEP), including the implementation of the school's Title 1 Parent Involvement Policy, and Parent Compact.
2. Engage parents in discussion and decisions regarding the required Title 1 set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy, and parenting skills.

3. Support school level committees that include parents who are members of the School Leadership Team, the Parent Association, and, Title 1 Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
4. Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide workshops based on the assessed needs of the parents of children who attend our school, and will work to ensure that our school environment is welcoming and inviting to all parents.
5. Schedule parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational programs, and other initiatives of the Chancellor and allow parents to provide suggestions.

Encourage further school-level parental involvement by:

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

P.S. 91 Title 1 Parent Compact

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

School Responsibilities:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet State's Standard student academic achievement.
- Respecting cultural, racial and ethnic differences.
- Ensuring that attendance, medical records and parent contact information are updated as received.
- Providing instructions by highly qualified teachers, and when this does not occur, notifying parents as required by the No Child Left Behind Act (NCLB).

- Conducting parent-teacher conferences each semester during which, the individual child's assessment will be discussed, as well as how this Compact is related.
- Convening an annual Title 1 Parent Conference on or before December 1 of each year, to advise parents of the school's Title 1 status and funded programs, and their right to be involved.
- Sharing information about school and parent related programs, meetings, and other activities in a format, and language that parents can understand.
- Providing professional development opportunities for school staff with the assistance of parents, to improve outreach, communications skills, and cultural competency; thereby, building stronger ties between parents, and other members of our school community.
- Involving parents in the planning process to review, evaluate, and improve the existing Title 1 programs, Parent Involvement Policy, and this Compact.
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities
- Notifying parents of the procedures to arrange an appointment with their child's teacher
- Ensuring that the Title 1 funds allocated for parent involvement, are utilized to implement activities as described in this Compact and the Parent Involvement Policy.
- Assisting parents in understanding academic achievement standards assessment, and how to monitor their child's progress, by providing professional development opportunities (times will be scheduled, so that the majority of parents can attend).
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title 1 requirement for Elementary Secondary Education (ESEA) and Title1 programs.
-

Parent/Guardian Responsibilities:

- Monitor my child's attendance, and ensure that my child arrives to school on time, as well as follow the appropriate procedures to inform the school when my child is absent.
- Ensure that my child comes to school rested, by setting a schedule for bedtime, based on the needs of my child and his/her age.
- Check and assist my child in completing homework tasks, when necessary.
- Read to my child, and/or discuss what my child is reading each day.
- Set limits to the amount of time my child watches television or plays video games.
- Encourage my child to follow school rules, and regulations and discuss this Compact with my child.
- Volunteer in my child's school, or assist from my home as time permits.
- Participate, as appropriate, in the decisions relating to my child's education. I will also:
 - Communicate with my child's teacher about educational needs, and stay informed about their education, by prompting reading and responding to all notices from the school or district.

- Respond to surveys, feedback forms, and notices when requested.
- Become involved in the development, implementation, evaluation, and revision to the Parent Involvement Policy and this Compact.
- Participate in, or request training offered by the school, district, central, and/or State Education Department.
- Take part in the school's Parent Association or Parent-Teacher Association, or serve to the extent possible on advisory groups.
- Share responsibilities for the improved academic achievement of my child.

Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|---|--------------------|-------------------------|--------------------------|
| Cluster Leader/Network Leader Ms. L. Lewis | District 17 | Borough Brooklyn | School Number 091 |
| School Name The Albany Aveniuue School | | | |

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

| | |
|--|---|
| Principal Tessa Alleyne | Assistant Principal Kimberly Shelley I.A |
| Coach Gloria Guzman | Coach Tessa Alleyne |
| ESL Teacher Romelio Pusey | Guidance Counselor Zwia Merl |
| Teacher/Subject Area Eronda McArthur | Parent Maxine McCubbin |
| Teacher/Subject Area Dion Curtis | Parent Coordinator Jo-ann Lee |
| Related Service Provider Elizabeth Goulas | Other Dion Curtis |
| Network Leader Lucile Lewis | Other Deborah Farley |

C. Teacher Qualifications [?](#)

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

| | | | | | |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers | 1 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area teachers with bilingual extensions | 0 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 3 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | 597 | Total Number of ELLs | 37 | ELLs as share of total student population (%) | 6.20% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

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. 

1 The initial identification of students who may possibly be ELLs is as follows:

- All students are identified upon enrollment through the completion of the HLIS form by parents and screened by the ESL teacher for eligibility. HLIS forms are distributed in various languages to ensure the family understands the information presented and the copy given to the parent, will match the home language of the family.
- Certified staff members who have language translation ability are on hand for formal and informal oral interviews in English and Native Language where possible.
- Once the home language is determined, the ELL student entering the NYC system for the first time is assessed using the LAB-R
- If the student receives a score as beginning, intermediate or advanced, the student is then placed in the Free standing ESL pull out/push in program
- Student eligibility for ESL or bilingual services will be determined through assessment to ascertain whether s/he is an ELL and this process is completed within ten (10) school days of initial enrollment by our certified ESI teacher, with available translation services.
- Parents of eligible students will be notified of results. Students will be flagged in ATS

2. Structures that are in place at this school to ensure that parents understand the choices Traditional Bilingual, Dual Language and Free and Free Standing ESL. Once it has been determined that the student is an english language learner, parents are notified, and are invited to an orientation meeting. During the meeting they watch the parent orientation video in their preferred language, and complete the parent survey as well as the program selection forms. Parents are giving the opportunity to discuss and ask questions about the three program options and are allowed to choose the program best suited for their child. Parents are informed that they have the option of transferring their child to another school in the district if their first choice is not available at our school. These parent orientation meetings are available as needed on an ongoing basis throughout the school year. Parents are also informed about the annual evaluation for ELL using the NYS English as a Second Language Achievement Test (NYSESLAT).

3 At P.S 91 Entitlement letters are distributed by mail and by the students. They are written in the parents home language. In addition, the ESL teacher or the parent coordinator follows up with phone calls when necessary. Parent survey and Program selection forms are normally completed after viewing the Parent video.

4. The criteria used and the procedures followed to place identified students in ESL instructional program are:
 All parents of newly identified ELLs receive a written letter informing them of the child's LAB-R score and results.
 Parents/guardians are invited to a parent orientation meeting, they are given written information regarding choices for learning English, they are allowed to view a CD describing all available programs for English Language Learners. Their questions and concerns are answered in their native language with the assistance of bilingual staff. Sometimes parents bring a family member to help translate for them. After the question and answer period, and parents indicate that communication is clear and comprehended, they select the program best suited for their child.
5. After reviewing the Parent Selection Forms for the past two years we have noticed that 99% of the parents selected the freestanding ESL program as their first choice. Parents who chose transitional bilingual education model reverted to our program as they experienced difficulties in getting their programs.
6. Program models offered at P.S. 91 are aligned with parent requests. All grades are served through the /push-in pull-out model. Parents are assured that there is a degree of planning between the ESL teacher and the teacher whose class the child is pulled out of for the service, so there is some form of continuity of the child's learning.

Part III: ELL Demographics

A. ELL Programs

| | |
|--|--|
| This school serves the following grades (includes ELLs and EPs) Check all that apply | K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> |
|--|--|

This school offers (check all that apply):

| | | | |
|--|------------------------------|--|-------------------------------|
| Transitional bilingual education program | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| 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> | | | | | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | | | 1 | 1 | | | | | | | | | | 2 |
| Total | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs | 36 | Newcomers (ELLs receiving service 0-3 years) | 31 | Special Education | 5 |
| SIFE | | ELLs receiving service 4-6 years | 6 | Long-Term (completed 6 years) | 0 |

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

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 32 | 0 | 6 | 5 | 0 | 3 | 0 | 0 | 0 | 37 |
| Total | 32 | 0 | 6 | 5 | 0 | 3 | 0 | 0 | 0 | 37 |

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 | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) | | | | | | | | | | | | | | | | | | | | |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|----|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP | EL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 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 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| 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: ____ |
| Native American: ____ | White (Non-Hispanic/Latino): ____ |
| | 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 | 3 | 1 | 1 | 3 | 0 | 3 | | | | | | | | 11 |
| Chinese | 0 | 1 | 0 | 0 | 0 | 0 | | | | | | | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | 0 | 0 | 0 | 1 | 0 | 2 | | | | | | | | 3 |
| Haitian | 3 | 2 | 6 | 1 | 4 | 2 | | | | | | | | 18 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 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 |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 2 | 1 | 1 | | | | | | | | | | | 4 |
| TOTAL | 8 | 5 | 8 | 5 | 4 | 7 | 0 | 37 |

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?

- a. What are the organizational models?

The organizational models include Push-in and Push-In and Pull. Students are service in homogenous as well as heterogenous groups ranging from 4 to 10 students. The students are placed in age/grade appropriate educational settings giving consideration to all placement criteria and adequate support to gain English Language proficiency as well as access to core content and all programs, services and extra-curricular activities. Standard-based literacy instruction is provided in English for the ESL pull-out program, following the Language Allocation distribution

- b. What are the program models?

English will be the language of instruction in the program. The students are heterogeneously grouped within each grade. All students receive instruction in English classrooms in which cluster teachers are deployed to enrich the curriculum. Instruction will be developed around real life, meaningful and purposeful experiences. All of the lesson activities will be research based on strategies such as the Language experience and natural approaches, total physical response, guided reading, and guided writing.

A. Programming and Scheduling Information

2) How does the organization of staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. Based on the students' LAB-R and the NYSESLAT scores and in accordance with CR Part 154, students at the beginning and the intermediate levels receive 360 minutes of ESL instruction weekly. Students at the advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly.

3) Describe how the content areas are delivered in each program model.

In addition to the Pull-out program, ELL students receive instruction using the workshop model in all the major subjects.

Students are given access to all programs, services and extra-curricular activities. The general education staff is given appropriate support and professional development to assist ELL students effectively.

4) Students are not evaluated in their native language.

5. How do you differentiate instruction for all ELL subgroups?

a. There are no SIFE students in PS 91, however if a teacher recognizes that there are gaps in a student ability to perform successful, we take the following steps to ensure that there is intervention for that student as follows:

- Intensive English language development instruction teaching social and academic language in small group settings
- Intensive literacy development
- Newcomer support within a school aimed at building academic foundation for students with interrupted formal education – small group instruction – provided by Funded teachers
- Modified scheduling
- Extended 50 minute block small grouping
- Provide training in ESL techniques for mainstream teachers
- Collaboration with ESL and mainstream teachers
- Integrated cultural activities and programs giving student a spotlight to share
- Recognition of Students' native language

b. Describe your plan for ELLs in US schools after one year; specify your instructional plan for these students.

The instructional plan for ELLs in US schools after one year is as follows:

- Intensive English language development instruction teaching social and academic language in small group settings
- Extended 50 minute block small grouping
- Title III After-school Program (Summer School) and should Title 111 funds be made available to this school
- Individual tutoring
- Language development
- Cooperative learning
- Integrated cultural activities
- Recognition of Students' native language

c. Describe your plan for ELLs receiving service 4 to 6 years

The ESL teachers as well as the classroom teachers will follow the Children's Initiative Curriculum using the balanced literacy program which consists of:

- Independent/paired reading, shared reading, guided reading, literacy centers, literature circles, writer's workshop, interactive read aloud, vocabulary word study.
- Cooperative learning
- Title III After-school program Summer School and should other Title 111 funds be made available to this school).
- Integrated cultural activities
- Recognition of Students' native language

d. Describe your plan for Long-Term ELLs (completed 6 years)

The ESL and classroom teachers will reinforce the understanding of the learning strategies that will prepare the ELL students to be critical thinkers, effective communicators, and skillful problem solvers. At present, we do not have long-term ELLs.

6

The instructional plan for Students identified as having special needs is language acquisition. Some common academic intervention options are as follows:

A. Programming and Scheduling Information

- Re-wording the text of the reading assignment in simple phrases
- Writing hints or reminders in the text.
- Using real life experiences when discussing the reading material
- Having the work or tests read orally (if indicated on IEP)
- Pairing ELL students with other ELL students
- Using a tape recorder to play books on tape
- Provide visuals to support academic work
- Break work into smaller pieces
- Explicitly teach study skills/habits, as well as effective ways of using educational resources and materials
- Provide native language support to the student in the classroom
- Provide more time to finish assignments

7. How does the school use curricula, instruction, and scheduling flexibility to meet the need of ELL-SWDs within the least restrictive environment?

Students IEP is constantly reviewed and this drives their instructional program

Classroom teachers differentiate the content/process to meet the needs of the students

Students' assessments are analyzed and curriculum and instruction are adjusted to meet the needs of the students

Students who can function in a least restrictive environment for part of the day/subject areas are given such placement dictated by the flexibility of the schedule.

Courses Taught in Languages Other than English ⓘ

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

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

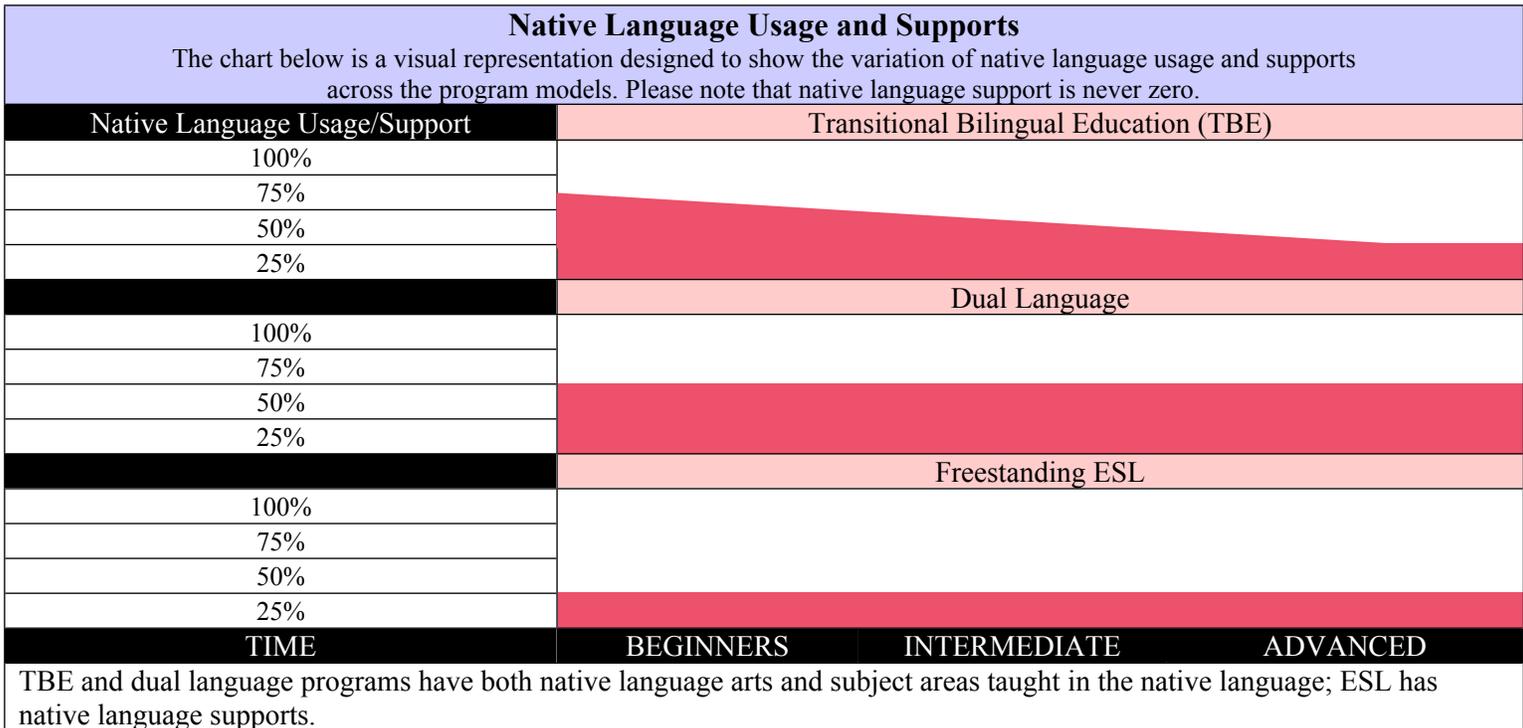
| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | | | | |
| Social Studies: | | | | |
| Math: | | | | |
| Science: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

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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. An analysis of performance data on the NYSESLAT, ELA, and math test was done to determine the needs of our ELLs' in these areas. This past year, the majority of our ELLs' scored a level two on the state ELA and math tests. We especially believe that with additional support in the math content area, all our students will be able to meet standards. Therefore, more support in the language of mathematics, including specifically word problem strategies and math vocabulary will be provided. In addition, students in need are provided with tier 1 & 2 intervention whereby they are pulled out for at least 1 period a day for AIS. Early Bird program, after school and Saturday programs would be offered to these students beginning February 2013. in all content areas.

ELA – The program targeted for our ELLs in ELA is Language Learning and the school-wide program entitled classroom libraries

Math – The Everyday math program is used throughout the school in grades PreK - 5. The program bolsters students' understanding through a highly interactive learning environment that presents even the most abstract concepts with ease. The program is presented to students in the context of real-world examples. ELL students are able to develop fluency in critical skills, math reasoning, conceptual understanding and problem-solving skills. In Social Studies and Science, theme-based materials are used giving students real experiences with hands-on activities. Students are also exposed to Brain Pop a technology based program.

9. As ELLs at our school reach proficiency by passing the NYSESLAT they continue to receive extra attention in order to ensure academic success. This extra attention is given through pair tutoring, test preparation and after school programs such as Saturday Academy, AIS, and the Title III after school program. Classroom teachers continue their use of sheltered English to make input comprehensible for these students and design learning activities that connect new content to students' prior knowledge. Teachers use tools such as graphic organizers and other scaffolding techniques they learn at P.D.s given by the Network, the Office of English Language Learners, and from our own in-house training.

10. Embedding more cultural activities in the school to involve the ELL and their parents

11 N/A

12. ELLs are afforded equal access to all school programs. Like the monolingual population, ELLs are invited to and attend enrichment and supplemental services such as Saturday academy, title III, and test sophistication programs offered during the winter and spring vacation. Students are also invited to attend the GaryLinsky after school program.

13. A range of instructional materials are used to support English language learners at P.S. 91. Classrooms are equipped with Smart Boards and internet connectivity. In addition to all the resources available on the internet, we use the Brain-Pop ESL webbased program, and LeapFrog school schoolhouse. Language material we use include Righby's "On Our Way to English", Options publishing's "Best Practices in Reading", leveled libraries with culturally relevant books and bilingual dictionaries.

14. Students are provided with bilingual reference resources, such as bilingual dictionaries, glossaries and books which are all part of the classroom library.

15. Yes

16. N/A

17. Our school does not offer any language electives.

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)?

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. In regards to professional development specifically tailored to ESL, our staff attends workshops and professional development. Workshops are offered by Network, the office of English Language Learners and CITE. Our monthly on-site staff professional development throughout the year is another opportunity for all teachers to receive training geared toward the specific needs of our ELL population. Areas of emphasis include writing strategies, aligning the CCLS, balanced literacy, differentiation of instruction and using data from the NYSESLAT, Acuity and ARIS to drive instruction. In addition, the ESL teacher is encouraged to attend the yearly NYSABE and TESOL conferences. The ESL teacher offers support and suggestions to classroom teachers on a needed basis, and turn keys information obtained from professional development and conferences attended. In sum, intensive professional development provided to the entire staff by administrators, instructional specialists, and specialists in ESL strategies and standards. The PD will take place in workshops, grade conferences, staff conferences, and study groups. Training on the components of a comprehensive balanced literacy program using the workshop model. Application of the workshop with English as a Second Language and ELA scaffolding instruction and methods of assessments of content-area learning and language development.

2. Staff are provided sustainable professional development in the area of standard based instruction. The standards are incorporated to expose students to scaffold their learning outcomes to gain greater academic success. We would regularly articulate with the classroom teachers to monitor ELL's progress and provide the academic support necessary to help the students better transition into the middle school.

3. To support our monolingual teachers of ELL students, P.S. 91 will offer 7 ½ hours of professional development on ESL strategies. These on-going sessions will take place during common preps, lunch period (lunch and learn), or on days that are designated as Chancellor's Conference Day. The first meeting is in September, and subsequent meetings will take place once a month between October and January. Staff is provided with professional development designed to address various educational issues encountered by the ELL community. Teachers align curriculum to support the CCLS to develop activities that engage best classroom practices. The Center for Integrated Teacher Education tailors workshops geared towards meeting this requirement.

E. Parental Involvement

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

1. Parent orientation is offered at the beginning of the school year by the PTA. All parents are asked to participate in the Parent Teacher Association. During the monthly meeting all parents are given an opportunity to speak and voice their concerns. In addition, Coffee with the Principal is another forum to involve the parents of English Language Learners. Staff who are bilingual are available during these sessions to provide language assistance. The Center for Integrated Teacher Education provides a venue for educating parents around the city-wide expectations as well as the CCLS. In supporting the parent involvement effort, the parent coordinator will be in constant communication with all parents. Through the outreach, the PC will schedule workshops designed specifically for parents of ELLs. Such workshops include instruction for certified learning leaders, nutrition courses, technology, parenting classes, updated materials focused on the various school curricula, articulation to Middle School, and assessments and a host of other workshops. Parents of ELL students receive school related materials in English and in other languages.

2. The Gary Klinsky after school program is a non profit organization that provides afterschool support to students which supports and provide services to the ELL parents.

3. The needs of parents are evaluated by yearly NYC school survey, parental referral form, Parent Survey / Program Selection Form and the Home Language Identification Survey.

4. Parental involvement activities are determined based on completed surveys and feedback from meetings, workshops and conferences. Parental involvement activities address the needs of the parents in several ways. Some ways are through attendance at parent conferences, workshops, PTA meetings and discussion. Parents are also volunteers in the class and in the lunchroom.

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) | 6 | 5 | 3 | 3 | 0 | 3 | | | | | | | | 20 |
| Intermediate(I) | 0 | 0 | 2 | 1 | 2 | 1 | | | | | | | | 6 |
| Advanced (A) | 1 | 0 | 2 | 3 | 2 | 2 | | | | | | | | 10 |
| Total | 7 | 5 | 7 | 7 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |

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

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| WRITING | I | | 0 | 2 | 1 | 2 | 3 | | | | | | | |
| | A | | 0 | 2 | 3 | 2 | 2 | | | | | | | |
| | P | | 0 | 0 | 0 | 0 | 0 | | | | | | | |

NYS ELA

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

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | 0 | | 4 | | 0 | | | | 4 |
| 5 | 2 | | 1 | | 1 | | | | 4 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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 | | | | |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| 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) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. For early literacy, our ELL students are using assessments from the Wilson Foundation program. In addition, teachers are conducting running records 3 times a year from TCRWP to assess student reading level. Students are also assessed on the ELA performance tasks which will be done 3 times a year. Many of our ELL students are functioning between Level A & B reading levels. As we assessed the first performance task, the ELL students are struggling with writing full sentences. From data conversations with the teachers, staff members are tailoring instruction to meet the needs of the students. Teachers are conducting more guided reading with these students and using more scaffolding such as drawing and labeling and graphic organizers to help these students become better writers.

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.

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

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

4A. In analyzing both the NYSESLAT and the NYS tests, our ELL students are not making progress in reading and writing. About 20 students across the grades are at the beginning levels. For the entire ELL population, there is an overall of 10 advanced students. The advanced students in grades 4 & 5 did havenot advanced scores for reading and writng. Only 2 students are proficient in ELA, scoring level 2's. The students are having higher levels of proficiency in listening and speaking and low levels in reading and writing. Students were not given any tests in their native language

4B A comprehensive analysis of students' needs, as measured by the State and City-wide standardized assessments, was pivotal in the definition and in the creation of a prioritized list of areas for improving student performance. This analysis will serve as a guide in the implementation of effective strategies for meeting the needs of the ELL students and for providing intensive professional development for teachers. There is ongoing teacher inquiry work for looking at data and the findings are used to inform instruction. Teachers are aware of the data on each student and they set both long term and interim goals targeted at meeting the needs of these students. Instruction is differentiated to meet the needs of students. Students will be constantly assessed to monitor progress and to revise goals. Students will be given extra tutoring during the AIS periods and the extended day. Classroom teachers will be provided with professional development so that they can target areas of needs for students. Listening centers will be in all classrooms and students will be given tasks whereby the have to listen and follow direction. Materials will be purchased at various levels so that teachers can scaffold for our students in reading and writng. Technology will be used to compliment student learning.

4C . No periodic assessment was conducted as yet. However, from previous administration of the assessment teachers were able to indentify students' weaknesses. They were able to group students according to needs and tailor instruction for them.

5. There is no dual language

6. The Ells will be assess for progress by way of conference notes, teacher assessments, the school's montly assessment and the ITA and Acuityassessments. The school will also be conductioning the performance assessment series. Staff will meet with administrators to discuss progress and next steps for these students. As staff members review the various data sources they will assess whether or not the ELLs are making progress. Their writing pieces and reading level will be assessed according to their grade levels. When students are on grade level and moving up in proficiency level, then we will know that our students are making the progress. The following assessments would be considered as we considered success for the ELLs

NYSESLAT results

- ECLAS results (Grades K-3)
- New York State ELA and Math standardized test results (Grades 3 – 8)
- Running Records
- Science State test results
- Social Studies State test results
- Teacher evaluation

Part VI: LAP Assurances

| School Name: _____ | | School DBN: _____ | |
|---|----------------------|--------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Tessa Alleyne | Principal | | 1/1/01 |
| Kimberly Shelley | Assistant Principal | | 1/1/01 |
| Jo-ann Lee | Parent Coordinator | | 1/1/01 |
| Roger Pusey | ESL Teacher | | 1/1/01 |
| Maxine McCubbin | Parent | | 1/1/01 |
| Eronda McArthur | Teacher/Subject Area | | 1/1/01 |
| Dion Curtis | Teacher/Subject Area | | 1/1/01 |
| Deborah Farley | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Zwia Merl | Guidance Counselor | | 1/1/01 |
| Lucile Lewis | Network Leader | | 1/1/01 |

School Name: _____ **School DBN:** _____

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|------------------|-------|-----------|-----------------|
| Elizabeth Goulas | Other | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 1 **Network:** 111

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

| Part A: School Information | |
|--|------------------------------|
| Name of School: P.S. 91 | DBN: 17K091 |
| Cluster Leader: Douglas Knetch | Network Leader: Lucile Lewis |
| This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: 19 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P. S. 91 utilizes a push in/pullout model to facilitate the needs of ELL students. Currently, we service 37 ELL students in grades K-5. The students are placed in groups according to their performance on NYSESLAT assessment and receive the required hours of weekly ESL instruction. The beginning and intermediate level students receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of ESL instruction a week. Strategies used to provide ESL instruction include but are not limited to all of the components of the balanced literacy approach (read alouds, guided and shared reading) and the use of visual aids/charts and music.

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

Our proposed supplemental instructional program for Title III will service students using ESL learning standards, CCLS and small group instruction. This program will target the needs of the ELL students in grades 3-5 (Lower grades students will be part of the small group tutoring provided by Medgar Evers College - who is our partner.). This instructional after school program will run for approximately 25 weeks beginning on November 1st, 2012- April 30, 2012 (After school - Monday, Tuesday and Wednesday from 3: 15 p.m. – 5: 15 p.m. for 15-20 students each day. Nineteen students from grades 3-5 have accepted placement in these programs. Through this instructional program, we can instruct the ELL students from grades 3-5 who have accepted placement. A Licensed ESL teacher will provide instruction. During these sessions, the teacher will incorporate the balanced literacy approach through workshop model teaching. Students will use a variety of trade books, both fiction and non fiction. Students will have a variety of resources such as dictionaries both in English and their own languages, NYSESLAT preparation materials, computers and listening centers to help facilitate student learning. Some of the materials that will be used are glossaries, test preparation materials namely, "Preparing Students for the NYSESLAT", Empire State NYSESLAT ESL/ELL and the New York State Coach in Math and ELA designed for the ELL students.

Part C: Professional Development

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

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

Begin description here:

The ESL teacher and other classroom teachers servicing ELL students need to understand how to plan and differentiate instruction to meet the needs of the students. Center for Integrated teacher Education (CITE) is contracted to provide professional development for staff servicing the ELL students. On December 11th 2012, staff will have their first 90 -minutes workshop. At this workshop, staff members will be given information on " Working With English Language Learners" Staff will learn an approach to meet the needs of the ELLs. Topics usch as language acquisition, vocabulary development, scaffolding, use of graphic organizer and Sheltered Instruction Observation Protocol (SIOP) will be presented to the teachers in order to facilitate instruction in the content areas to meet the individual needs of the students. Effective planning would also be addressed.

On March 20th , 2013 CITE will also provide a 90 minutes workshop " The differentiated Classroom". A clear description of "Differentiation" will be offered accompanied by differentiation of strategies teachers can implement. In addition, staff members would attend workshops provided by the network, the DOE Staff and other educational consultants. School staff will form a study group around the book "Working with Second Language Learners" by Stephen Cary.

The literacy coach and the ESL teacher would provide lunch and learn sessions around instruction for the ELL students.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parent orientation workshops are organized each September for newly enrolled ELL parents. Parents

Part D: Parental Engagement Activities

are made aware of services provided to ELLs and are provided with an opportunity to make a choice in the type of ELL program most appropriate for their child. ELL parents are also invited to Title I Day workshops to receive a detailed description of the ELL services that their children receive. In addition, parents are encouraged to confer with the ESL provider on Parent-Teacher conference days.

The Center for Integrated Teacher Education (CITE) will provide 2 - 90 minutes workshops for parents - one in the morning and one in the evening. On December 11th, 2012 the first workshop will be held in the morning around the topic "Helping Your Child Succeed in School/Improving study skills." This workshop would let parents know that 'school' as parents know it, has changed dramatically over the years. Core curriculum standards, high stakes test, and accountability have posed new challenges for parents, teachers and students. During the workshop, parents will be given concrete strategies they can use to help their child succeed in school. The concept of improving study skills, especially for the ELLs, will be included in this session.

Also in December, parents will be invited to observe their children during the afterschool program. At the end of the session, parents will be invited to a meeting to discuss ways in which they can help their children at home. At this session, the ESL teacher will answer questions for the parents.

On March 20th, 2012 at 5:30 PM in the evening another 90 minute workshop will be provided around "Understanding the State Testing Programs- including the NYSESLAT. The NYS testing programs can be overwhelming for parents and students. This workshop is designed to provide a description of the NYSESLAT test. Parents will be given an overview of the purpose of testing, how the results are used and the actual schedule. Parents will be afforded a sample copy, sections of the test and how they can support their children to be successful at the examinations.

The ESL teacher, the AP and the parent coordinator will collaborate and plan two workshops designed for ELL parents. In addition, our March "Coffee with the Principal" will be dedicated to our ELL parents- information around instruction and testing would be provided for these parents.

Parents will be notified about these workshops by way of letters and fliers translated in different languages. The parent coordinator will follow up with phone calls and our auto messenger system will remind parents about these sessions two days prior to the event. These workshops will also be listed in the monthly calendar that goes home. During our daily morning announcement, students will be given reminders for parents to attend.

Part D: Parental Engagement Activities

Empty area for reporting Parental Engagement Activities.

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | | |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
| TOTAL | | |