



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

SCHOOL NAME: PUBLIC SCHOOL 91

DBN 10 X 091

PRINCIPAL: MERIDITH NASJLETTI

EMAIL: MSTRUHLNASJLETT@SCHOOLS.NYC.GOV

SUPERINTENDENT: MELODIE MASHEL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Meridith Nasjletti	*Principal or Designee	
Tracey Ball-Douglas	*UFT Chapter Leader or Designee	
Isa Rodriguez	*PA/PTA President or Designated Co-President	
Dorla Sidberry	DC 37 Representative	
Howard Haskins	Member/UFT-Paraprofessional	
Ann Rodriguez	Member/UFT-Teacher	
Nancy Carrera	Member/Parent	
Seemonie Kalpersaud	Member/Parent	
Mayerlline Arias	Member/Parent	
Shawna Jones	Member/Parent	

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

While there was no SED intervention, the following recommendation was cited from page 6 on our 2011-2012 Quality Review: To broaden the planning process to reflect on interim goals to assure the achievement of long-term goals with measurable outcomes.

The long-term goals of the school are clearly aligned to the yearly goals of improving student performance in literacy and math and improving teacher effectiveness. While the goal of improving teacher practice is clearly articulated as the overarching goal through which the school will achieve the goals for instruction, a gap exists between the analysis of student work and making immediate adjustments in improving teacher practice. This results in a lag in meeting interim goals and thus impacting further improving student achievement.

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.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1: By June of 2013 all tenured teachers at Public School 91 will have been observed a minimum of 6 times, two observations being full (formal) and four being partial (informal) using the Danielson four point system. All non-tenured teachers will have three full (formal) and two partials (informal.)

Instructional strategies to better pedagogue and administrator practices by using a shared understanding of Danielson to identify areas on which to focus and actively pursue professional growth. Based on actionable feedback, teachers and administrators will reflect on and shift daily practice as well as the planning and implementation of the Common Core aligned units.

Strategy#1: Teachers will improve teacher practice which will lead to better student learning outcomes by:

- ~Analyzing student work to adjust teaching practice and instructional planning
- ~Planning Common Core-aligned units to gain familiarity with key instructional practices.
- ~Planning for shifts in instruction.
- ~Reviewing scope and sequences in light of changes to grades 3-5 tests.
- ~Deepening their understanding of Danielson.
- ~Using partial and full observations' actionable feedback to implement and improve instruction, student learning and professional growth

Targeted Population: All Pedagogues

Implementation Timeline: September 2012-June 2013

Strategy # 2: Supervisors will improve administration and teacher practice which will lead to better student learning outcomes by:

- ~Participating in the Teacher Effectiveness Pilot Program.
- ~Working closely with a Danielson Talent Coach
- ~Conducting frequent partial (informal) and full (formal) observations.
- ~Creating a full (formal) and partial (informal) observation calendar.
- ~Carrying out monthly Cabinet meetings which will include: focus of full and partial observation cycle (i.e. Planning and Preparation for Learning, Classroom Management, Delivery of Instruction, Monitoring, Assessment and Follow up and, Professional Responsibilities)
- ~ Implementing a system for assessment of full and partial observation reports so that AP's and principal are following the norms and giving timely written and verbal feedback to staff.
- ~Sharing partial/full observation expectations with all teachers at opening conference as well as continual conversations about improving instruction following observations.
- ~Developing common needs of staff relating to lesson delivery and/or planning result in PD or intervisitation showing "best teacher" practices.

- ~Working with Coaches and Network liaisons to Differentiate Professional Development to meet the needs of all teachers.
- ~Ensuring that next steps on all observations are evident in follow up observations.
- ~Ensuring that pre-observation conferences refer to previous feedback that implementation of expectations are accomplished.
- ~Mid-Year Conversations and Data Talks will provide teachers and administrators about student and teacher progress.

TE EVIDENCE:

- ~Weekly meetings reviewing full and partial observations with Supervisors
- ~Weekly meetings/observation/walkthroughs with TEP Talent Coach and CFN Network coach
- ~Attend Network and TEP meetings around Teacher Effectiveness Program
- ~Work with School Instructional Coaches to differentiate Professional Development to meet the needs of all teachers.
- ~Develop common needs of staff relating to lesson delivery and/or planning result in PD or intervisitation showing “best teacher” practices.
- ~Ensure that next steps on informal observations are evident in follow up observations.
- ~Evidence of written and verbal feedback observations which include constructive “next steps” and teacher reflection for professional growth.
- ~Observation ratings will be entered in Aris

Targeted Population: Administrators

Implementation Timeline: September 2012-June 2013

Budget and resource alignment

- Indicate your school’s Title I status: 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: _____

Service and program coordination: Fiscal and human resources are coordinated with the instructional strategies/activities to achieve this goal, and 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).

- Teacher per session for pd from October 2012-April 2013.
- Funds were used to support math coach to implement Danielson

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

While there was no SED intervention, the following recommendation was cited from page 6 on our 2011-2012 Quality Review which helped to determine our needs assessment: To enhance goal setting and tracking systems to monitor student progress to improve their learning outcomes.

The school uses formative and summative data to evaluate student performance. However, there is no consistent goal tracking mechanism in place to monitor and identify when the student has mastered a content area strand, thus minimizing adjustment of plans. Many students can articulate their goals. However, there is an inconsistency throughout the school in student knowledge of their individual goals and how to achieve them. Parents are unclear about how these goals were set. This presents a difficulty for students and parents to understand clearly identified learning targets. Therefore, there are missed opportunities for clear communication regarding learning expectations.

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 By June 2013, all classroom teachers will implement at least four Common Core-aligned units of study: two aligned to the math standards and two aligned to the literacy standards in ELA, social studies and /or science.

Strategies to enhance goal setting and tracking systems to monitor student progress to improve student learning outcomes:

ELA ACTION PLAN:

- ~Monthly timeline and Literacy action plan will be created and will reflect specific task completion dates from September 2012 through June 2013 (Grades K-5)
- ~Teachers will be creating text based questions and teaching students how to cite evidence in fiction and nonfiction texts.
- ~Students will be developing higher level thinking skills which will support them in analyzing texts and in their writing.
- ~Professional development on deepening the understanding of the Common Core Learning Standards will be provided to all teachers in grades K-5.
- ~Data talks will be conducted in January 2013 and revisited in May to discuss teacher goals (set in September) and highlight strategies that can be transferred into all classrooms targeting specific high need students.
- ~ELA Coaches will provide: targeted coaching, ongoing support in reviewing student work, with student assessments and with unit content and implementation.
- ~Teacher teams will meet with Literacy coaches and committee members to develop curriculum maps, (with CCLS embedded) analyze student work, and create differentiated groups to determine student needs.
- ~A performance task which is aligned to Common Core Standards will be administered after every unit of study and evaluated to track student progress.
- ~Implementation of Writing Assessments will take place three times a year Baseline, Midline and Endline, in addition to multiple performance tasks and writing will be assessed using our writing continuum.
- ~Cluster teachers will be trained in guided reading, conferring and the alignment of Common Core Standards to support classroom teachers working with small groups of students. Their schedules will evidence push-in blocks of time where they will provide small group instruction. They will also be held accountable for becoming familiar with school's Units of Study and for incorporating CCLS and The Arts Blueprint and/or Physical Education standards into their lessons.

ELA EVIDENCE:

- ~Administer 2 ELA Simulation in February, & March 2013 based on the 2012 test formats, Data will be collected reviewed and discussed.(Grades 3-5)
- ~Administer two ELA Benchmark Assessments in October 2012 and January 2013.
- ~Teachers will formally assess the students tri-annually in reading (Fountas and Pinnell), writing (performance task/writing continuum) and spelling (Words Their Way - K-2), and Primary Assessments (alphabet recognition/sounds, concepts of print, and sight words). These assessments will be collected and discussed with classroom teachers. Students will be tracked.
- ~Scheduling will evidence cluster teachers pushing into classrooms and providing small group support in reading.
- ~Data talks, will be conducted by administration to review student reading growth in November 2012, January 2013 and May 2013
- ~Students reading growth will be tracked three times a year using the Fountas and Pinnell assessment (October, February 2013, June) K-5
- ~Provide a tracking system for bottom 1/3 students and subgroups
- ~Data will be collected, analyzed and discussed at grade level meetings to determine reading goals and learning needs for all students.

- ~Conference notes and student feedback will provide next steps for individual learners
- ~Rubrics will be developed school wide and used to assess student work. All student work especially exemplar pieces are recognized and celebrated.
- ~Cluster teachers are provided with curriculum units of study and planning time with teacher teams 1 X per week.

MATH ACTION PLAN:

- ~Monthly timeline and Mathematics action plan have been created and reflect specific task completion dates from September 2012- June 2013 (grades K-5)
- ~Mind Research Grant (JiJi) will be implemented incorporating Math and technology for grades 4 and 5 which includes critical thinking and problem solving.
- ~We will introduce and implement a new math program “My Math,” which is fully aligned with Common Core Learning Standards for grades K-5.
- ~All math units of study will address Common Core Learning Standards for grades K-5 In addition, for grades 3-5, CCLS will be embedded in the units of study mandated by NY State.
- ~Math coach will develop and distribute performance tasks weekly that require students to clearly construct and analyze mathematical arguments in grades 3-5.
- ~Inquiry team will focus on problem solving strategies, classroom instruction and specific targeted students to support this goal. This will be evidenced by collecting and analyzing student work which will be embedded in well-crafted instructional units developing students’ higher-order thinking skills and challenging teachers to expand their own instructional skill sets.
- ~Established teacher teams will align the standards to curriculum planning which will match school needs and student mastery.
- ~Student work will be collected and assessed three times a year (December, February, and May) by the math committee and administration to track students’ progress and evaluate the understanding of content and mathematical practices.
- ~A performance task which is aligned to Common Core Standards will be administered after every unit of study and evaluated to track student progress.
- ~Implementation of Math Assessments will take place three times a year Baseline, Midline and Endline, in addition to multiple performance tasks.

MATH EVIDENCE:

- ~Administer two Math Acuity Benchmark assessments based on the Common Core Standards. (December 2012 and March 2013)
- ~Data will be collected, analyzed and discussed at grade level meetings to determine math goals and learning needs for all students.
- ~Conference notes, goal setting and student feedback will provide next steps for individual learners.
- ~Each child will have a problem solving folder in which they will keep evidence of their work (3-5).
- ~Provide a tracking system for all students including but not limited to, bottom 1/3 students and subgroups
- ~Established teacher- teams will align the standards to curriculum planning which will match school needs and student mastery.
- ~Cluster teachers will be provided with curriculum units of study and planning time with teacher teams 1 X per week.

Targeted Population: All Pedagogues

Implementation Timeline: September 2012-June 2013

Budget and resource alignment

- Indicate your school’s Title I status: 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: _____

Service and program coordination: Fiscal and human resources are coordinated with the instructional strategies/activities to achieve this goal, and 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).

- Teacher per session for pd from October 2012-April 2013.
- Funds were used to support math coach to implement professional development
- Funds were used for educational consultants; Dream Yards and Numeracy and Data support inc.
- Funds were used on text books to support curriculum and professional development

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

While there was no SED intervention, after reviewing the 2012 NYS Math scores for students in grades 4 and 5, it was determined as a strong needs assessment to decrease the number of English Language Learners and Students with Disabilities who are not meeting minimum proficiency level in Mathematics.

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.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3: By June 2013, teachers will provide targeted math instruction to ELLS and SWD in 4th and 5th grade resulting in a 5% decrease in Level 1s as measured by NYS Math Exam.

Strategies to enhance goal setting and tracking systems to monitor student progress to improve student learning outcomes:

~Implement a new math program, My Math which is aligned with Common Core Learning Standards.

~Math Coach, Inquiry team and Math committee will support classroom teachers (targeting Special Ed and ELL teachers) in the development of practical strategies and innovating teaching ideas to promote active engagement, content understanding, and problem solving.

~ Math Coach will continue to model best mathematical teaching practices.

~Professional development and labsite intervisitations where there is evidence of "best teacher practices" will strengthen teachers' mathematical content knowledge including math games and differentiated instruction. Feedback and discussion will drive planning for future lessons.

~Tasks and activities will support all learning modalities will be provided.

~Individual teachers will continue to be provided with a customized action plan that will cater to their unique classroom needs and targeted one on one coaching.

~Classroom teachers use the workshop model in mathematics where students receive guided math instruction 5 times weekly for at least 20 minutes each session.

~Math block has been extended to encourage more math practice for students.

~Consistent professional development support in mathematics for all classroom teachers K-5;

~Math coach, math committee and teacher teams will develop curriculum maps and units of study.

~JJI math and technology two periods per week with a focus on problem solving to support units of study which will encourage higher level thinking (Common Core).

~Math coach will develop and distribute performance tasks weekly that clearly construct and analyze mathematical arguments in grades 3-5.

~Inquiry team will focus on problem solving strategies, classroom instruction and specific targeted students to support this goal. This will be evidenced by collecting and analyzing student work which will be embedded in well-crafted instructional units developing student's higher-order thinking skills and challenging teachers to expand their own instructional skill sets.

~Student work will be collected and will continue to be collected three times a year (December, February, and May) by the math committee and administration to track students' progress and evaluate the understanding of content and mathematical practices.

~A performance task which is aligned to Common Core Standards will be administered after every unit of study and evaluated to track student progress.

~Implementation of Math Assessments will take place three times a year Baseline, Midline and Endline in addition to multiple performance tasks and writing will be assessed using our writing continuum.

~After school Program with small class size to reinforce learning for our struggling students.

~ETS 371/2 minutes of small group instruction for our most needy students

MATH EVIDENCE:

- ~Administer two Math Acuity Benchmark assessments based on the Common Core Standards. (December 2012 and March 2013)
- ~Data will be collected, analyzed and discussed at grade level meetings to determine math goals and learning needs for all students.
- ~Conference notes, goal setting and student feedback will provide next steps for individual learners.
- ~Each child will have a problem solving folder in which they will keep evidence of their work (3-5).
- ~Provide a tracking system for all students including but not limited to, bottom 1/3 students and subgroups
- ~Established teacher teams will align the standards to curriculum planning which will match school needs and student mastery.

Targeted Population: All Pedagogues, Administrators

Implementation Timeline: September 2012-June 2013

Budget and resource alignment

- Indicate your school's Title I status: 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: _____

Service and program coordination: Fiscal and human resources are coordinated with the instructional strategies/activities to achieve this goal, and 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).

- Teacher per session for pd from October 2012-April 2013.
- Funds were used to support math coach to implement professional development
- Funds were used for educational consultants; Dream Yards and Numeracy and Data support inc.
- Funds were used on text books to support curriculum and professional development

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

While there were no major recommendations cited from any SED intervention or on our 2011-2012 Quality Review. However, after reviewing our 2011-2012 Learning survey, and surveying the school staff and members of the school leadership team, we were able to which form the basis of our needs assessment for a School Wide Behavior Plan.

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.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4: By June 2013, we will reduce the number of in-house suspensions by 30%.

Instructional Strategy: Development of a School Wide Behavior Plan has been created called the PS 91 “Tiers of Discipline” which will include the implementation of the following:

Strategies to improve student behavior and lower the number of removals from classrooms:

~Implementation of a school wide management plan

Tier I- Thinking Station: *Recess Time out “Reflection”* with designated times for specific grades with guidance counselor intervention

Tier II-Lunch Detention and Reflection

Tier III- All Day Suspension Friday and Reflection

Tier IV After school Friday Detention and Reflection

~All classrooms have evidence of student behavior management systems in place

~Commendations for above and beyond behaviors: Gym reward Behavior All Stars & Homework All Stars where selected students receive an extra period of gym.

~Commendations for good behavior: Respect for All

~NYC PD visitations regarding bullying and school safety

~ Student Council students monitor behaviors during recess

~Professional Development and intervisitations on management techniques

~After school program for students in Temporary Housing, Shelters-Homework help and coping strategies

~Parent workshops on Discipline Code and importance of safety

~Parent workshops from Home Base and Good Sheppard services

~We will be creating a literature- based school wide character education program (monthly) which incorporates social and emotional response to literature.

It will also be connected to the Common Core Learning Standards.

~Vision and Hearing screenings

~ Dental Screening

~All relevant data will be documented and kept in a binder in the main office.

Targeted Population: All Staff members, Students and Parents

Implementation Timeline: September 2012-June2013

Budget and resource alignment

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

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

Service and program coordination: Fiscal and human resources are coordinated with the instructional strategies/activities to achieve this goal, and 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).

From October 2012- May 2013 Teacher Per session to support the following programs:

- Homework Help and coping strategies for students in temporary housing,
- Parent workshops on Discipline Code, nutrition, Health (dental Clinics), Hygiene, Asthma etc...
- NED Program (Never give up, Encourage Others and Do Your Best)
- Health Plex for Dental Screening
- Department of Health for glasses

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

While there was no SED recommendation, the following was recommended on page 6 of our 2011-12 Quality Review which helped to determine our needs assessment: To expand the process of communicating high expectations to all constituencies to ensure mutual accountability for student achievement. High expectations for all constituencies are implicit in the school's vision. The principal, through a memorandum of expectations, reminds staff of these expectations and celebrates teachers who are doing well. For students, there are exemplars and celebration of their work on bulletin boards. Parent workshops support parents in assisting their struggling children with strategies they can use and a point person to assist when necessary. However, these events are not communicated in an explicit manner through written communication, assemblies, and /or meetings, thus there is a lack of a full partnership with parents, and limits the accountability parents feel for their children's academic progress.

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.

X 6.2 Welcoming environment

X 6.4 Partnerships and responsibility

X 6.3 Reciprocal communication

X 6.5. Use of data and families

Annual Goal #5: By June 2013, there will be at least 10% increase in parental participation at monthly parent functions.. In addition there will be a 5% increase in parent responses to the learning environment survey.

Strategies to increase parental involvement and engagement :

- ~Host monthly workshops with parents providing strategies on effective methods for assisting their students with homework and other school activities.
- ~Provide opportunities and incentives for parents to attend their school to support the parent- home connection.
- ~Assess parent's needs and interests in various school activities through surveys.
- ~Invite parents to "Meet and Greets" as well as Publishing Celebrations.
- ~Inform parents about new school initiatives.
- ~Attendance sheets will be collected at the end of each parent activity; signatures will be counted on a monthly basis.
- ~ESL classes for parents on Saturday: Conversation and Technology
- ~Babysitting service for siblings so parents can attend ESL Classes
- ~Evaluation and attendance sheets will be used to determine the number of participants & reflection sheets will be collected to help assess parents' interests and needs.

With the support of our guidance counselors and our parent coordinator will develop partnerships with the following community based organizations:

- Good Sheppard Services- family counseling, individual and other supports
- Home Base- Assist parents who are losing their homes
- Learning Leaders- Support parents to assist children in school
- Health Plex Dental Screening
- NED-(Never give up, Encourage others, Do your best)

Targeted Population: Parent Coordinator, Guidance Counselors, Parents, All Staff

Implementation Timeline: September 2012-June 2013

Budget and resource alignment

- Indicate your school's Title I status: 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: _____

Service and program coordination: Fiscal and human resources are coordinated with the instructional strategies/activities to achieve this goal, and 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).

- Funds were used for parent meetings on a monthly basis
- From October 2012-June 2013 Per session for teachers, paraprofessionals to educate parents in ESI, technology and curriculum.

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	When the service is provided
ELA	Guided Reading Instruction, Skills and Strategy Focus Books English Now for newcomers (Spanish) during Literacy Block. Whole class and one to one as needed for newly admitted Bilingual students and Reading A-Z Online. Technology Programs in each class as a center five days a week in grades K-3. Reduced class size in AIS (ETS), Class Conferencing and Goals setting that is specific to the child's needs	Small Group & one to one	During school day, & after school
Mathematics	Guided Math Groups in AIS one period a day grade K-5. Understanding Math (3-5) and Number and Numeration (K-2) Technology Support for all grades. Reduced Class size in AIS (ETS). Conferencing and Goals setting that is specific to the child's needs.	Small Group & one to one	During school day, & after school
Science	Small Group Investigations with groups no larger than 5 that compliment instruction in math and literacy. One to one conferring with goal setting that is specific to the child's needs.	Small Group & one to one	During school day, & after school
Social Studies	Small Group Investigations with groups no larger than 5 that compliment instruction in math and literacy. One to one conferring with goal setting that is specific to the child's needs.	Small Group & one to one	During school day, & after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Intervention for students/parents and teachers when students experience difficulty in and out of the classroom (resources); Group and one to one emotional support geared towards building team-work, confidence, critical thinking and self-evaluation through positive reinforcement.	Small Group & one to one	During school day, & after school

HIGHLY QUALIFIED TEACHERS (HQT)

- Principal works closely with Network HR point person to select best candidates for our school.
- Teachers selected are required to interview with administration and then with designated high quality teachers
- They are also required to participate in a demo lesson with PS 91 students.
- Immediately following a demo lesson, there is a conversation that includes discussion and reflection in order to make sure the school wide expectations are clear and the match is compatible.
- Once teachers are hired, they are provided a mentor for year one and the following year they are paired with a veteran teacher in an Integrated Co- teaching position.
- In addition to central and network based professional development, our teachers are expected to meet regularly with teacher teams in order to plan instruction, evaluate student work as well as teacher practice.
- Teachers are expected to grow professionally and share best practices with colleagues.
- Teachers are encouraged to be life-long learners and to have high expectations for themselves as well as our students.

THE PARENT INVOLEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

PARENT INVOLVEMENT POLICY

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.

P.S. will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, 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, P.S. 91 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;

P.S. 91 will further encourage school-level parental involvement by:

~holding an annual Title I Parent Curriculum Conference;

~hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

~encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

~supporting or hosting Family Day events;

~establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

~hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

~encouraging more parents to become trained school volunteers;

~providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

~developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

~providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

Parent Involvement Policy

I. School Responsibilities

P.S. 91 will 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;

P.S. 91 will 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;

P.S. 91 will 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;

P.S. 91 will 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 with 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.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Isa Rodriguez and the SLT. This policy was adopted by the PS 091 on September, 2012 and will be in effect for the period of September 2012-June 2013. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 30, 2012.

P.S. 91 PARENT COMPACT

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

<p>observation of classroom activities translation of all communication between the school and the parents Assurance that parents may participate in training activities that are collaboratively decided upon, i.e. literacy classes, workshops on teaching strategies.</p>	<p>like and/or need to help them be more effective in assisting their child/children in the educational process.</p>
--	--

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.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Maria Quail	District 10	Borough Bronx	School Number 091
School Name PS 91			

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

Principal Meridith Nasjletti	Assistant Principal Glenn Caroccio
Coach Gidget Rivera	Coach Reyna Lachapell
ESL Teacher Andres Barillas Acosta	Guidance Counselor Sophia McCartney
Teacher/Subject Area Tracy Douglas/ESL	Parent Ines Ford
Teacher/Subject Area Carol Pincus/ESL	Parent Coordinator Leticia Branch Centores
Related Service Provider Ana Galdamez	Other Patricia Mamara
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	5	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
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	4		

D. School Demographics

Total number of students in school	716	Total Number of ELLs	241	ELLs as share of total student population (%)	33.66%
------------------------------------	------------	----------------------	------------	---	---------------

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. 

ELL Identification Process Narrative

At PS 91, we follow the procedures stated in the EPIC (ELL Parent Information Case) distributed by the Office of English Language Learners. The identification and placement of ELL students begins with the registration process during the first week of September. A certified ESL teacher, Mr. Acosta, conducts pre-registration interviews with many incoming kindergarten students and their families at the end of the school year. When these students return for registration in September, we assess their current language skills. This year when parents arrived at the school to register their children, they were greeted by our ESL team, which includes three teachers, all of whom are licensed ESL teachers. A member of the team then conducted informal interviews with the parents and students to determine eligibility for evaluation. After the interview, we gave parents a Home Language Survey in the language of their choice. If a parent had questions or needed additional help in their native language, we had a Spanish-language interpreter or translator prepared at all times to assist the team with the parents. Ms. R. Lachapel assisted the team with Spanish-language interpretation and translation when needed. In addition, we also have access to French, Bengali and Chinese interpreters through the DOE.

After parents complete the Home Language Survey, the team reviews the responses and determines student eligibility for evaluation with LAB-R (in English alone or in English and Spanish). The Home Language Surveys will later be stored in the child's cumulative records. While their children are being tested, parents are invited to meet for an information session. Here the parents watch the educational video that describes New York City's program choices: Transitional Bilingual, Dual Language and Freestanding ESL. We also give parents the ELL Parent Orientation Brochure in the language of their choice. At that time, Mr. Acosta gives an orientation on the different program choices: Transitional Bilingual, Dual Language and Freestanding ESL.

Once a child completes the LAB-R, we calculate the score to determine eligibility, and we notify the parents. A child who is not eligible for ELL services will be enrolled in an appropriate monolingual class. At that time, the parents are given a non-entitlement letter. Parents of children who are eligible are given an entitlement form with their child's score. Then we give these parents the Parent Choice of Program Form so that they can make their program choice. If parents choose a Dual Language Program, we inform them that we presently do not have a Dual Language program; however, we explain that if there are enough parents who show an interest in the Dual Language program, PS 91 will take that information into consideration and address the possibility of providing a Dual Language program at the school. It is further explained that parents can opt to register their child in a different school that offers the program for the time being until PS 91 is prepared to initiate a Dual Language program.

After parents make their program selection and their children are placed in the appropriate class, we send parents a letter to their home confirming the child's placement. We also notify parents that their child's eligibility for the TBE and ESL programs will terminate once their child reaches proficiency in English as measured by the NYSESLAT. We collect all Parent Survey and Program Selection forms and place them in a binder that is stored in the principal's office.

We not only evaluate our ELLs annually with the NYSESLAT, but we also conduct quarterly assessments. These Interim assessments help us to track our ELLs throughout the school year so that we can make adjustments to our programs and schedules if needed. The assessments also help us to decide where to place the children the following year when services are continued. As soon as we receive results from the NYSESLAT, we complete the Continuous Entitlement Form for those students still eligible for services. Teachers distribute the forms to their ELL students; they bring the forms home to be signed by a parent and then returned to school. We

keep the signed forms in our ESL school file.

During the first two weeks of school, we hold a meeting for parents of all students in ESL and Bilingual Programs. At the meeting, we talk about such issues as homework, and we introduce parents to some of the materials and technology their children are using. We encourage parents to ask any questions that they may have about their children's education.

We reach out to families of ELLs in various other ways throughout the school year. In the fall, we encourage parents to visit their children's classrooms so they can see a lesson in progress. We also hold workshops for parents on how they can help their children at home with strategies learned at school. In addition, we send home detailed progress reports on all students several times a year.

After analyzing Program Selection forms over the past few years, we have noticed that this year parents showed greater interest in the TBE program. Of the twenty-six program choice letters collected, fifteen parents chose TBE and eleven parents chose ESL this year. However, there has also been an increase in parents requesting adult ESL classes for themselves. This suggests that parents are making the connection between language proficiency and their ability to manipulate and adapt to a new environment. None of our Kindergarten parents chose the Dual Language program. One reason is that many Kindergarten students have older siblings in the school and parents are reluctant to relocate their younger child to another school. This year, it is noteworthy that Kindergarten parents have chosen between the TBE and ESL programs based on their ability to help their children with homework and not based on the number of seats available. We believe that the programs offered in our school align with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1								6
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	1	1				1								3
Push-In		3	1	2	2	2								10
Total	2	5	2	3	3	4	0	0	0	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	241	Newcomers (ELLs receiving service 0-3 years)	193	Special Education	41
SIFE	17	ELLs receiving service 4-6 years	43	Long-Term (completed 6 years)	5

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	90	9	23	15	1	7	2		0	107
Dual Language										0
ESL	103	7		28			3			134
Total	193	16	23	43	1	7	5	0	0	241

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	21	23	20	16	23	6								109
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	21	23	20	16	23	6	0	109						

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	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: ____
Hispanic/Latino:	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	11	10	5	8	25								77
Chinese					1									1
Russian														0
Bengali		5	2	2	2	1								12
Urdu														0
Arabic														0
Haitian														0
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			1											1
Other	1	1	1	1		1								5
TOTAL	19	17	14	8	11	27	0	96						

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?

Part IV ELL Programming:

1. At PS 91, we have Spanish TBE classes in grades K through 5, which include Special Education classes in grades K and a bridge class in 4/5. The table below shows how we allocate Spanish and English instruction in our TBE classes depending on the grade and proficiency level.

Grade Level	% of Spanish:% of English	Average English Proficiency
Kindergarten	80:20	Beginner
First	60:40	Beginner/Intermediate
Second	50:50	Intermediate/Advanced
Third	40:60	Advanced

2. We try to place the remaining ELL students in self-contained classes whenever possible, and we try to group students based on proficiency level. If space in self-contained classes is limited, we give priority to Beginner and Intermediate students. Advanced students go into monolingual classrooms, where they receive the additional hours of support mandated. Our ESL providers push into the monolingual classrooms to ensure that all ELL students receive the mandated number of instructional minutes (two periods of ESL services daily for Beginner and Intermediate students and one period daily for Advanced students). The ESL instructor and classroom teacher communicate in order to address the needs of the ELL students.

All teachers at PS 91 are required to differentiate instruction, and one way we do this is through small-group instruction. Our push-in ESL instructors generally work with small groups in reading and writing, and they break down the instruction to ensure that students

A. Programming and Scheduling Information

master each objective before they move on to the next one. These small groups also give ELL students more opportunities to practice speaking and listening and to focus on and improve their writing skills. Beginner and Intermediate students receive 360 minutes per week and Advance students receive 180 minutes per week in ESL instruction. Students receive 100 minutes per day in ELA and 50 minutes per day in NLA.

3. In the content areas of Math, Science and Social Studies students receive small group instruction in Spanish in the TBE program. In Science, ELL students participate in hands-on activities using the FOSS Science Kit in addition to classroom instruction. Classrooms are equipped with libraries of non-fiction materials in Spanish on a variety of topics in Science. In Social Studies, ELLs participate in a variety of activities such as, letter writing to the community, speaking to community helpers and taking neighborhood walks. Classrooms reflect multiculturalism, and differences in customs, traditions and cultures are celebrated. ESL support is provided as the four modalities: Listening, Speaking, Reading and Writing are addressed in small group and/or whole class lessons. Furthermore, we make content comprehensible to our ELL students with the help of the program, Avenues, which provides teachers with songs and charts, audio support, games and manipulatives, theme theaters, a picture dictionary and hands-on resources that develops basic vocabulary and gives students access to academic language.

The Avenues Program allows us to teach thematic units helping our ELL students form connections between content-area instruction and literacy instruction. This program also allows teachers to supplement their regular reading and writing instruction with a variety of instructional tools, such as sequential lessons that build language skills and grammar instruction through oral language and written fluency. Other ways the Avenues Program helps scaffold language learning for our ELL students is by providing reading resources such as, multicultural literature and paired readings that are connected to the grade level and by building critical thinking skills. Avenues provides differentiation for Beginner, On-level and Advanced students. Stories are divided into manageable chunks, have a set purpose, strong picture support, frequent comprehension checks and highlighted key vocabulary words. Glossaries with replacement words allow students to move through the selection. The Avenues Program also includes a differentiated writing component for ELL students. It assists in developing focus and coherence, organization, development of ideas, voice and written conventions.

We also support our ELL students through technology. Every classroom is equipped with a Smart board, which serves not only as a ready source of visuals, but also as a way to provide highly motivating, hands-on, interactive instruction. Classroom desktop computers and a laptop cart allow us to use richly visual programs like Reading A to Z for reading comprehension, phonics and word study, and the program Neufeld for Math. In addition, Rosetta Stone is used to support our students as well.

All ELL students will have a library period on a as needed basis so that they can check out books written in Spanish as well as in English. In addition, the library period offers activities like interactive puppet shows and read-alouds, which provide risk-free opportunities for ELL students to practice listening and speaking.

4. In order to ensure that all ELLs are appropriately evaluated in their native languages, we assess our Spanish-speaking students with the DRA in Spanish. Our ELL students are assessed in Math in their native language as well so that their progress in the content area is not impeded by lack of language proficiency.

5. The following are the ways we differentiate instruction for various ELL subgroups:

a. SIFE: We have SIFE in both TBE and ESL classes. Because these students need a foundation in literacy in their home language before they can move on to a second language, our instructional plan for SIFE students focuses on delivering most content and literacy instruction in their native language. The students in ELL classes receive extra support in small groups from push-in ESL instructors. We rely heavily on assessments throughout the year to monitor progress and determine the level of intervention necessary. Based on these assessments, we devise custom-made plans of instruction for each individual. Sometimes, these instructional plans call for one-to-one instruction especially when the student is older and several years behind his or her fellow students. We also utilize group work as a way to teach social skills and teamwork and to practice speaking and listening in English. Counseling is available and has proven valuable to help these students to adjust.

b. Newcomers: These students are provided with instruction in Spanish as well as English in our TBE classrooms. They also benefit from interactive online programs like Starfall, which builds phonemic awareness and early reading. All students at PS 91, including newcomers, are continually assessed throughout the year. In reading, we conduct formal assessments three times a year and informal running records twice a year. In writing, we assess students formally three times a year. These continual assessments allow teachers to track newcomers' progress, set new goals and group newcomers in small groups where they can receive sheltered instruction.

We work closely with newcomers' parents to build a home-school connection. Homework assignments are occasionally translated on a as needed basis so that parents can be involved in their children's work. We send home translated progress reports and we solicit feedback from parents. In addition, our school's parent coordinator organizes workshops for parents who may need services such as tutoring.

c. ELL students receiving services 4 to 6 years: Students whose services have been extended one or more times are provided with extra help in the areas they struggle with most based on their performance on the NYSESLAT subtests. When necessary, we provide coaching in test preparation, time management and organization. Students who continue to score at Beginner or Intermediate levels after repeated extensions are referred to the SAT (School Assessment Team) for a psycho-educational evaluation. As a result of these evaluations, students may receive resource room intervention, speech therapy or placement in a special education class coupled with continued ESL services. We discuss these students routinely with the RTI team. Furthermore, we often contact our guidance counselor to help support these students with self esteem or to examine whether there are medical, social or family issues that are affecting the child's performance.

d. Long-term ELL students: We have 5 of these students, three of whom have reached an Advanced proficiency level. All of these students continue to receive services and to get differentiated instruction in a small group. Our guidance counselors meet with these

A. Programming and Scheduling Information

students to help with any social issues that may be interfering with their academic performance. It is our goal to continue supporting our long-term ELL students until they gain Proficiency.

6. ELL-SWDs: ELL students with disabilities receive services mandated through their Individual Education Plans. There are two bilingual self-contained special-ed classrooms, one in K and one fourth/fifth bridge class. Other ELL students with special needs meet with push-in ESL providers, who work collaboratively with Special Education teachers, speech providers, resource room teachers, occupational therapists, physical therapists, the school psychologist, a social worker and guidance counselors in order to create the best learning conditions for the student. Instructional strategies for ELL students with disabilities include a great deal of interaction between teacher and student and student and student. Group work allows students to move around, interact with one another and take part in whole class or small group discussions in order to build confidence and self-esteem. Students participate in active learning by partaking in hands-on activities. Teachers are aware of the students' accommodations and adapt activities so that all students can gain access to the information. Feedback is given regularly as teachers focus on strengths and capabilities. ESL providers supplement oral with written instructions, support students by giving clear directives and model how to apply strategies in order to facilitate comprehension. Other strategies will include using visual aids such as pictures, graphs, graphic organizers, story maps or story boards and word mapping to build comprehension. It is a practice for teachers who service these students to ask students to repeat directions in their own words so that immediate assessment will help determine comprehension. Students with disabilities are given resources to help with study skills especially organizational skills; in addition, they are shown how to keep track of time in order to complete tasks and prepare for standardized tests. Teachers of students with disabilities refer to each student's IEP and the modifications stated within; however, they follow the curriculum as well as the requirements outlined in the units of study based on the Common Core State Standards.

7. Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL students with special needs by providing support through the Integrated Co-teaching (ICT) model in grades K, 1, 4 and 5. Lessons are linked to students' abilities so that there is a clear and attractive focus. Students are allowed to practice skills in a variety of contexts, and there are numerous repetitions in order to aid learning. Language development activities are offered in multi-sensory ways so that students' learning styles are addressed.

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

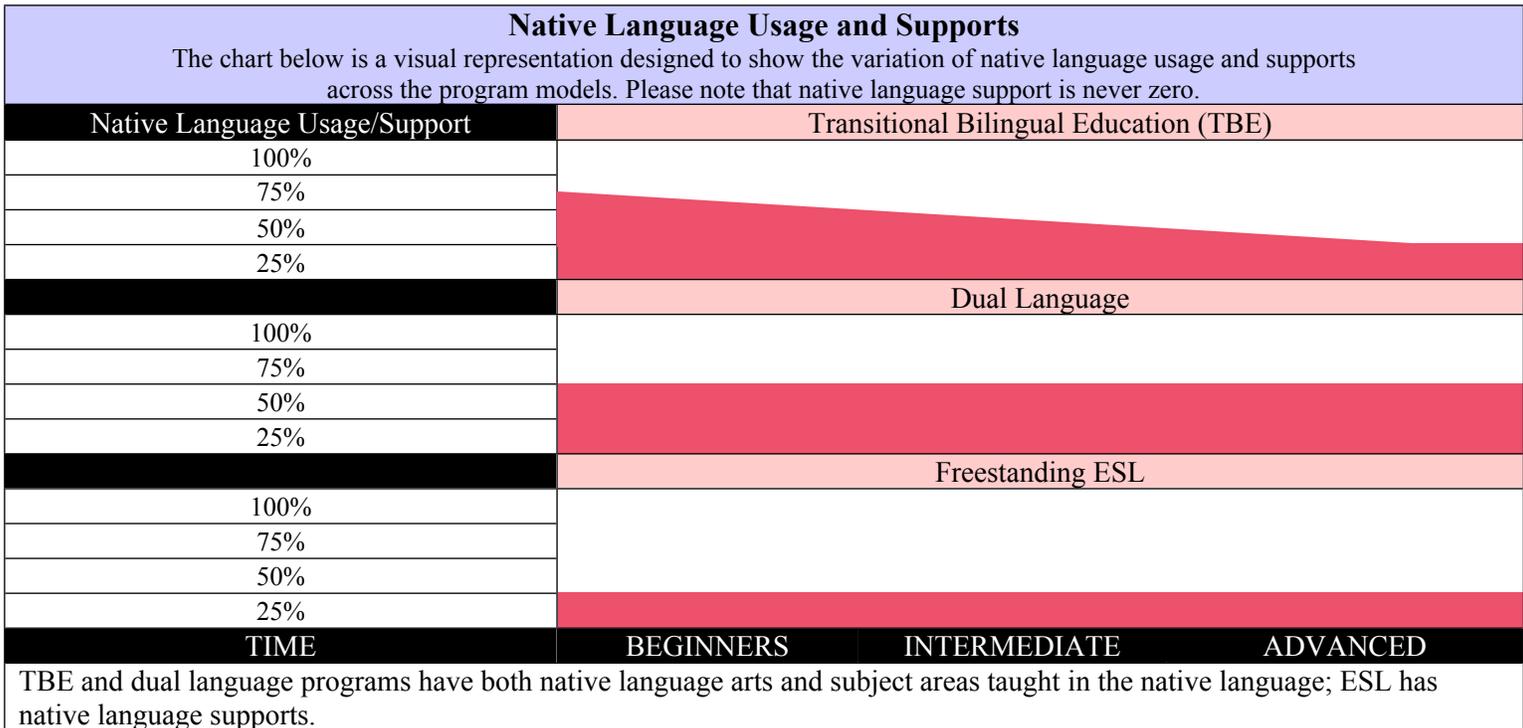
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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?

Programming and Scheduling Information - Part IV, continued

8. We use a variety of intervention programs that target specific areas of need for our ELLs. In Math, for instance, we have purchased a new program, Math Connect, which differentiates for every student below, at and above grade level in grades K-5. It addresses the various learning modalities and provides assessments three times a year (beginning, middle and end) as well as unit assessments. There is an ELL component that offers visual strategies and alternatives for introducing concepts. In addition, the program offers a Response to Intervention (RTI) component that supports students two years below grade level.

Every classroom is equipped with a Smart board, which allows teachers to offer visual and kinesthetic instruction using Internet websites. In ELA, we use programs, such as Reader's Theatre. Not only has this proven to be motivational for students, but it also supports them in the three modalities of Listening, Speaking and Reading.

9. Students who reach proficiency continue to get support through differentiation of instruction and small-group instruction. These students are also provided with extra time to complete state exams and other assessments. Furthermore, new teachers receive professional development to learn strategies needed to best support these students. Our classroom teachers are well-versed in differentiating lessons based on student needs; therefore, former ELL students will benefit from this instructional practice. Former ELLs are identified by testing accommodations so that teachers are aware of their status and are cognizant of the possibility of providing extra instructional support if needed.

10. We continue to build on our technology subscribing to programs such as Reading A-Z, which utilizes projectable books and books translated into Spanish. Also available and utilized is the website Starfall.com, which provides wonderful interactive platforms for language learning ranging from letter and word matching games to shared reading of short stories. We are developing a pool of materials that teachers can use for their Smart boards and other online resources, such as glossaries that students can access at home to help with homework. We are also implementing enrichment programs that will permit students to reinforce their literacy and content learning through music and art.

All of our classrooms are outfitted with Listening Centers so that our ELLs have access to books on tape in English and Spanish as well as teacher-created tapes thus improving their listening skills and preparing those eligible for the state and NYSESLAT exams.

11. We have discontinued our Headsprout program this year because in the past, it did not address comprehension, which is a key component in literacy and language learning.

12. Our ELL population has equal access to all school programs. This year we will be offering a Saturday Academy for ELLs for grades K-5 from 8:00 am to 1:00 pm from December 3, 2011 through February 11, 2012. We will also offer another after school program for grades 3-5 on Tuesdays and Wednesdays from 3:30 pm to 5:30 pm, from November 22, 2011 through February 15, 2012. ELLs are encouraged to attend and a letter describing the program is sent out to parents. ELL students are also encouraged to participate in morning routine announcements and literacy through the arts programs that take place in the school such as, seasonal musical reviews in the winter and spring. These programs incorporate all students and ELL students are well-represented. These programs are funded through Title III funds, Title I funds and Contract for Excellence.

13. We are focusing on making better use of our available technology and have discussed several of these initiatives in Item #7.

14. Native language is supported in both ESL and TBE programs. We post charts, student work and word walls in Spanish, where they work independently at their own pace. Classroom libraries are stocked with Spanish books and all students have a library period once a week so that they can choose from a large offering of books in Spanish.

15. At PS 91, services and resources are matched with students' age and grade levels as stated in the parental choice of program form. If a

student enters school with an academic ability below their age, the student is given extra support to meet his or her needs.

16. We hold curriculum nights following parent/teacher conferences in November where incoming students and their families learn more about the upcoming units of study. We extend invitations to these events at pre-registration.

17. PS 91 does not offer 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)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

PS 91 encourages attendance at Professional Development workshops. A few of the meetings staff members have attended or will attend this school year that specifically relate to ELLs are the following:

- TC Reading and Writing Project: Scaffolding Writing for ELLs
- How to Revolutionize Vocabulary Learning and Instruction for English Language Learners
- Maximizing Learning Opportunities for ELLs; Bilingual and Multilingual Students - Professional Development Institute TC
- Writing in the Content Areas for Teachers of ELLs
- Literacy Strategies for ELLs and the Common Core State Standards
- Ongoing Network ELL Meetings
- Classroom intervisitations and discussions around best teaching practices
- Book Clubs

In addition to attendance at off-site workshops, staff members attend weekly PD sessions and in-house professional development as part of the AUSSIE program. We have asked our AUSSIE consultant to specifically address ways to scaffold reading and writing instruction to meet the needs of our ELLs. During in-house professional development, such as vocabulary instruction, small-group instruction, differentiation, how to conference with students, how to evaluate assessment data to focus on students' needs and how to set goals and track progress.

Our fifth-grade ELLs, who will be attending middle school the following year, attend orientations sessions along with their parents. ELLs who need additional support to smooth the transition meet with one of our guidance counselors.

ELL training for all staff will be conducted on the following dates: December 8, 2011, January 12, 2011, February 9, March 8, April 19, May 10 and June 7, 2012 during the Thursday professional development period. Records of the sessions will be maintained in a binder to be stored in the Principal's office; the records will include agendas, sign-in sheets and any handouts/materials or PowerPoint presentations. Topics will include: ELL methodology (CALLA), strategy work, academic language instruction, NYSESLAT writing rubrics, Common Core State Standards and how they apply to ELL students and opportunities for learning.

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?

Parental Involvement

All memos sent home to families are written in both English and Spanish. We use the School Messenger service to notify parents of school events and school closings. This service provides translation to our parents in many different languages. In addition, PS 91 makes ongoing attempts to work closely with our parent population. Still, we have noticed that many parents – and parents of ELLs in particular – do not get actively involved. We recognize that this is an area where we can improve our parent outreach and lines of communication. Similarly, we are working to improve parental involvement with the Community Based Organizations. Our Parents' Association has established some connections with church community centers and is presently thinking about expanding to other institutions.

Our on-site parent coordinator solicits information about parent needs through informal conversations and a suggestion box. Our coordinator and social workers help parents with a wide variety of needs.

In addition, we are offering a Saturday Academy Program - ESL for Adults using Rosetta Stone, a conversational English class and ESL Technology for Parents from 8:30 am to 12:30 pm from December 3, 2011 to February 11, 2012. We offer Curriculum Nights two times a year where translators will be available and on-site to assist with explanations of topics and questions/answer sessions

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)	26	25	4	2	11	8								76
Intermediate(I)	7	10	22	8	11	13								71
Advanced (A)	27	9	10	9	14	17								86
Total	60	44	36	19	36	38	0	0	0	0	0	0	0	233

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	9	7	1	1	6	6							
	I		13	4	1	10	11							
	A		22	18	22	20	19							
	P		5	16	0	4	5							
READING/ WRITING	B	9	7	1	3	7	6							
	I		13	3	5	10	9							
	A		9	24	11	19	23							
	P		16	10	5	4	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	0	0	0	4
4	15	13	4	1	33
5	17	13	1	1	32
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	2		3						5
4	8		17		13		2		40

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	6		18		14		1		39
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	2		2		5	0	1		10
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Reviewing and analyzing the assessment data:

In grades K-2, students are assessed using the DRA-2 Literacy Assessment. This assessment tool measures, uppercase and lowercase letter recognition, letter sounds, sight words and concepts of print. This assessment is administered to Kindergarten three times a year and to levels 1 and 2 students in grades one and two until there is mastery. We also use the Words Their Way primary spelling assessment to assess stages of spelling grades K-2. This assessment is done twice a year in Kindergarten and three times a year in grades one and two. Results are used to differentiate word study instruction. Using the results from the DRA assessment, students are grouped according to need in the areas of fluency, comprehension and decoding. Teachers use the focus for instruction sheet to determine how to address students' needs and how to scaffold instruction for ELLs. As students are identified as not meeting grade level in reading, they are supported in AIS groups and in Guided Reading groups. In addition to these small groups, students are supported through the whole class lesson based on the needs and trends the assessment details. Teachers also provide one-to-one conferencing so that the needs of the students are addressed on an individual basis.

In grades 3-5 this year, we are using the DRA-2 to find students' Fountas and Pinnell reading levels. This assessment tests decoding, comprehension and fluency as well as reading behaviors. We conduct this assessment three times a year. We also collect informal running record data twice a year. In addition, there are periodic ELA simulation tests. Students in grades 3 - 5 receive the same support as mentioned above, AIS, Guided Reading small group instruction and one-to-one conferencing as well.

In writing, students are assessed formally three times a year using a writing continuum developed at the school to measure growth. Student writing is also assessed monthly based on the objectives of the particular unit of study.

Our plan for the using the ELL Periodic Assessments is to provide professional development in reviewing and analyzing the data. Teachers will be provided with the periodic assessment results and learn how to utilize the assessments in order to differentiate instruction, provide focused practice, set goals with students and develop and implement intervention strategies. Teachers of ELL students will learn how to replicate the test questions from the Pearson website and group students according to similar needs.

In addition, NYSESLAT scores reveal that ELLs are moving forward, especially in the lower grades. At the end of Kindergarten, we saw many students reach proficiency and test out. In the upper grades, tracking progress is less clear-cut because new admits (beginners) outnumber our advanced students. Overall, NYSESLAT scores show that reading and writing are the areas where student performance is lowest. Therefore, reading and writing will be our main focus with our ELL students, and we will incorporate the listening and speaking modalities as well so that students maintain and continue to improve their skills. ESL providers, who push-in to classes during the Reader's and Writer's Workshop, will address the NYSESLAT modalities of reading/writing and listening/speaking. The providers will support the students using ESL strategies and best teaching practices. As for the listening/speaking modalities, ESL teachers will support ELLs by using such strategies as turn and talk and sharing ideas in oral and written work in partnerships as well as provide opportunities for accountable talk. Teachers will also require students to practice their speaking ability by delivering oral reports, participating in class plays using Reader's Theatre and by practicing to improve their listening skills by taking notes during read alouds.

Based on our review of state ELA scores, it is evident that there is a great need for improvement. We have also observed that spelling is

below grade level, especially for students in TBE classes. Anecdotally, we have seen that many of our ELLs have issues with time management. Assessments in the students' native language have shown us that many of our students come to the school with a very low level of literacy in their home language. Therefore, native language instruction is essential for our ELL students and is part of daily instruction in our TBE classes.

Teachers and administrators are using these findings to focus instruction on the areas where students need the most support. Periodic assessments enable us to place ELLs in small groups for guided reading and for targeted writing. Assessments in students' native language also help us understand whether language is the only issue impeding student performance or whether there might be learning difficulties.

The success of our ELL program is measured by the number of students who reach a score of proficient on the NYSESLAT. We also look at the DRA results to help determine the growth our ELL students are making in literacy throughout the year. In addition, we use student portfolios, class work, Interim assessments and teacher observations to evaluate the success of our programs for ELLs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Meridith Struhl Nasjletti	Principal		11/23/11
Glenn Caroccio	Assistant Principal		11/23/11
Leticia Branch Centores	Parent Coordinator		11/23/11
Tracy Ball-Douglas	ESL Teacher		11/23/11
Ines Ford	Parent		11/23/11
Carol Pincus	Teacher/Subject Area		11/23/11
Andres Barillas Acosta	Teacher/Subject Area		11/23/11
Gidget Rivera	Coach		11/23/11
Reyna Lachapell	Coach		11/23/11
Sophia McCartney	Guidance Counselor		11/23/11
Maria Quail	Network Leader		11/23/11

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Mamara	Other <u>ESL teacher</u>		11/23/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X091 **School Name:** P.S. 91

Cluster: 1 **Network:** CFN109

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

Part A: Needs Assessment Findings

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

The data that is used to assess our school's written translation and oral interpretation needs comes from the Home Language Survey which is completed at registration by each parent. Since the data indicates that the majority of our school's ELL parents are Spanish-speaking, we make certain that all our written communication is translated into Spanish so that our parents are provided with appropriate and timely information in a language they can understand. In addition, we provide oral interpretation services whenever needed, such as at registration, Parent/Teacher Conferences, Curriculum Evenings, informal parent/teacher meetings, and at school assemblies and celebrations. Furthermore, School Messenger is utilized so that if there is a need, interpretation services are provided in any of the covered languages.

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

The major findings of our school's written translation and oral interpretation needs are gathered from the Home Language Survey. We have reported these findings at the School Leadership Team meetings, Parent Association meetings, and the Title I Parent meetings. Therefore, the school community is kept informed of the latest information regarding our school's ELL population. Parents are informed of the percentage of our ELL population attending PS 91 as compared to the total population of the school. Presently, our school ELL population consists of 33.66% of our total school population, or 241 ELL students.

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.

The written translation services are provided by a highly qualified in-house certified pedagogue who is bilingual and has the ability to translate documents into Spanish in a timely manner so that ELL parents receive information at the same time as the non-ELL parents. If there is a need to translate parent letters into a language other than Spanish, we would contact the Translation and Interpretation Unit of the DOE in order to provide the necessary information for parents who speak other languages and are in need of written translation. If DOE services are unavailable, we would contact an outside vendor to provide written translation if necessary.

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

Oral interpretation services are provided by a highly qualified in-house certified bilingual pedagogue who meets the needs of Spanish-speaking parents. If there is a need for oral interpretation for a language other than Spanish, we will provide those services using the Translation and Interpretation Unit of the DOE to ensure that all of our parents are supported. In some instances, we use the services of an adult friend, companion or relative for oral interpretation to ensure that the parent understands and feels comfortable receiving the information from a familiar source. In the instance that there is no one available to provide oral interpretation, we would contact an outside vendor for oral interpretation if necessary.

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>.

In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, our school will determine at the time of a student's enrollment, the primary language spoken by the parent. If such language is not English, then it will be determined if the parent requires language assistance in order to communicate effectively. Our school maintains an appropriate and current record of the primary language of each parent which is on the student emergency card and in ATS as well as a hard copy of the Parent Selection form, which is kept in a binder located in the ELL office. In addition, each parent whose primary language is not English and who requires language assistance, will receive a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation. A posting describing and explaining the interpretation services available will be located at the primary entrance to the school.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. 91	DBN: 10X91
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: 64
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers:

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: In 2011, the NYSESLAT results indicate that our school has 14 ELL students in grades 2-5 who have not improved their score for three consecutive years. In addition, we have 44 ELL students in grades 1-5 who have not improved their score for two consecutive years. Many of these students have also been identified as long-term ELL students; an additional 6 students will be added to this group as they are considered long-term ELL students. Therefore, this group of 64 students has been targeted for our after-school program. The students will be grouped by grade and according to their specific needs. Furthermore, the instruction that they receive will be driven by the Common Core Learning Standards.

Highly qualified, certified ESL and Bilingual teachers will service this group of LEP students using exemplary ESL methodologies which will expose the students to oral expression, listening, reading, writing, word study and vocabulary building. Students will be encouraged to develop their critical thinking skills and will be exposed to strategies on how to structure responses in writing. Teachers will also provide instruction on Common Core problem solving strategies in Math. Instruction will focus on targeted needs with a specific focus on how to explain their thinking and solutions to math problems in writing. Teachers will work with small groups targeting instruction to the linguistic and academic needs of their students, ensuring that instruction is aligned to Common Core Learning standards that are age and grade appropriate. Data from the 2011 NYS ELA and Mathematics tests will be used to determine gaps in the students understanding of the curriculum and to plan for differentiated small-group instruction to address specific needs.

The after-school program will run from 3:15 to 4:45 on Tuesday and Wednesday afternoons with a cap of 15 students per class. Materials will include: Finish Line Reading for the Common Core State Standards Grades 1-8, Finish Line Writing for the Common Core State Standards Grades 1-8 , Finish Line Math for the Common Core State Standards Grades 1-8, Phonics and Word Study Reading Levels 1-6 and Interest Levels 3-8, Content Reading Math, Grades 2-8 and New York Content Reading Grades 2-8, all from Continental Press; the levels chosen will be determined by the grade for each grouping and by student ability. The program will be offered from the end of November to the end of May In total there will be 44 sessions, which is equivalent to 66 hours of instruction. The instructional language is English. There will be four instructors. 76.5 hours of per session will be applied to have a supervisor in the building in order to oversee the program. The intermediate supervisor will conduct informal and formal observations of teachers. This will ensure that the teachers are identifying learning gaps and aligning instruction towards closing those gaps for long-term ELL students and ELL students who need to improve their NYSESLAT level and reach Proficiency.

??????

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: In order to address the needs of our LEP students who are either long-term ELLs or ELL students who have been unable to improve their NYSESLAT scores over two to three consecutive years, we will provide students support through our after-school program two days a week, Tuesdays and Wednesdays, for 90 minutes each day using research-based texts for ELLs from Continental Press. These students are currently in grades 1-5.

A highly qualified, certified staff of ESL and Bilingual teachers will provide instruction for these students. Using exemplary ESL methodologies, our teachers will focus on the needs of this particular group of students by expanding on improving the four modalities: listening, speaking, reading and writing. As the NYSESLAT results indicate, writing proficiency is the greatest obstacle for these students to overcome; therefore, during professional development sessions, teachers will form a Study Group using the text,

Writing to the Prompt: When Students Don't Have a Choice by Janet Angelillo. "In the groundbreaking Writing to the Prompt, Janet Angelillo demonstrates how to apply the best practices you already know to help students succeed in the uncertain and challenging environment of on-demand writing—without abandoning your writing workshop or devaluing topic choice. Beginning with a framework for thinking about writing to prompts, Angelillo builds a complete unit of study for use in any writing workshop, complete with strategies for addressing the rigors of timed-test situations and practical suggestions for ongoing assessment. Writing to the Prompt also puts into your hands support materials such as charts and checklists as well as student writing from the many diverse classrooms where Angelillo's lessons have been successfully implemented."

The sessions will take place once a month on Thursdays once the after-school program begins from mid-November to mid-May. Teachers will become familiar with the principles of a study group and how the study group concept is used to improve professional growth. In conjunction with examining the book, teachers will look closely at the writing standards across grades by choosing one strand, such as opinion/argument and will identify the expectations on the grade. They will look across the grades and see how it is a continuum that builds. Looking at student work, they can see where it falls and then identify next steps. At the end of the year-long Study Group, teachers will compile their findings and present them to the group using information from the text that they have used to improve their instruction. In the group presentation, they will include ways in which the text has helped them to address the needs of long-term ELL students with a focus on writing. The Action Research will be directed by the ELL Coordinator.

Part D: Parental Engagement Activities

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: Our school will offer parent workshops provided by staff to clarify for parents the strategies and skills students are learning for second language acquisition. Parents of ELL students will be invited to participate in one workshop about the NYSESLAT assessment. The NYSESLAT parent workshop will be facilitated by a certified ESL teacher and who will translate the information in Spanish and the ELL Coordinator; it is scheduled for April 2013. The Parent Coordinator will also be present to assist with the workshop.

Parents will be notified by flyer in English/Spanish for workshops and/or meetings indicating the date and time of the workshop and a reminder notice two days prior to the workshop. Parent workshops are held on a monthly basis. The workshops will be centered on parent choice, such as how they can support their children with homework assignments, exposure to the Common Core Learning Standards and the expectations for student performance. During these workshops, teachers will share their expertise in art, technology, science so that parents are able to experience the kind of learning that their children are receiving.

In addition, parents also receive a monthly school calendar with upcoming events and workshops. There is also a parent bulletin board located at the main entrance of the school building where news and information is posted in English and Spanish. In September, parents were informed of the OELL Borough-wide Parent Institute, Everything You Want to Know in One Evening: Information Session for Parents of ELLS, which was scheduled for September 21st at Roosevelt High School. The workshop was advertised and flyers were distributed to ELL students. The Parent Coordinator distributed flyers with the information to all ELL classrooms and the information was posted on the parent bulletin board and in the first floor hallway by the school entrance. Furthermore, in October parents received the NYSESLAT Parent Report for Spring 2012 in English, Spanish and Chinese. A letter explaining the NYSESLAT was included with each individual report which provided each child's level in all four modalities as well as the child's overall proficiency level. Classroom teachers and the ESL Team will be available if needed to answer any questions regarding the NYSESLAT Parent Report.

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		
TOTAL		