



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** P.S. 91  
**DBN (i.e. 01M001):** 17K091  
**Principal:** TESSA ALLEYNE  
**Principal Email:** TALLEYN2@SCHOOLS.NYC.GOV  
**Superintendent:** DR. BUFFIE SIMMONS  
**Network Leader:** Ms. ROXAN MARKS

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

| Name                  | Position and Constituent Group Represented   | Signature |
|-----------------------|--|-----------|
| Tessa Alleyne         | *Principal or Designee   |           |
| Sharon Rose           | *UFT Chapter Leader or Designee  |           |
| Maxine McCubbin       | *PA/PTA President or Designated Co-President   |           |
| Virginia Carrington   | DC 37 Representative, if applicable  |           |
|                       | <i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i> |           |
| Ms. Charlotte Houston | CBO Representative, if applicable  |           |
| Carol Hoyte           | Member/  |           |
| Deborah Farley        | Member/  |           |
| Stephanie Fulson      | Member/  |           |
| Emily Lindsay         | Member/  |           |
| Ronald St Croix       | Member/  |           |
| Figuenston Gilsaint   | Member/  |           |
| Shara Coke            | Member/  |           |
| Melissa Bernard       | Member/  |           |
|                       | Member/  |           |

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

|  |
|--|
| Indicate that a section has been completed by marking an "X" in the box to the left of each section  |
| <b>School Leadership Team Signature Page</b>   |
| <b>The SCEP Overview</b>   |
| <b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>        |
| 1. A major recommendation with HEDI rating   |
| 2. Statement Of Practice (SOP) selected aligned to the goal  |
| 3. A goal aligned to the major recommendation  |
| 4. Instructional Strategies section, A-E for each strategy or activity that supports the goal        |
| 5. Budget & Resource Alignment section (indicating all funding sources)                              |
| <b>Academic Intervention Services (AIS)</b>  |
| <b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b> |
| <b>Parent Involvement Policy (PIP)</b>   |

### School Information Sheet for 17K091

| School Configuration (2013-14)                                  |                         |   |     |   |     |
|---|-------------------------|---|-----|---|-----|
| Grade Configuration   | PK,0K,01,02,03,04,05,SE | Total Enrollment                                | 483 | SIG Recipient                                 | N/A |
| Types and Number of English Language Learner Classes (2013-14)  |                         |   |     |   |     |
| # Transitional Bilingual  | N/A                     | # Dual Language                                 | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2013-14)         |                         |   |     |   |     |
| # Special Classes   | N/A                     | # SETSS   | N/A | # Integrated Collaborative Teaching           | N/A |
| Types and Number of Special Classes (2013-14)                   |                         |   |     |   |     |
| # Visual Arts   | 22                      | # Music   | N/A | # Drama                                       | N/A |
| # Foreign Language  | N/A                     | # Dance   | N/A | # CTE   | N/A |
| School Composition (2012-13)                                    |                         |   |     |   |     |
| % Title I Population  | 95.1%                   | % Attendance Rate                               |     | 91.7%   |     |
| % Free Lunch  | 88.6%                   | % Reduced Lunch                                 |     | 7.5%  |     |
| % Limited English Proficient                                    | 5.9%                    | % Students with Disabilities                    |     | 20.4%   |     |
| Racial/Ethnic Origin (2012-13)                                  |                         |   |     |   |     |
| % American Indian or Alaska Native                              | 0.2%                    | % Black or African American                     |     | 92.0%   |     |
| % Hispanic or Latino  | 6.6%                    | % Asian or Native Hawaiian/Pacific Islander     |     | 0.2%  |     |
| % White   | 0.8%                    | % Multi-Racial                                  |     | 0.2%  |     |
| Personnel (2012-13)   |                         |   |     |   |     |
| Years Principal Assigned to School                              | 2.34                    | # of Assistant Principals                       |     | 1   |     |
| # of Deans  | N/A                     | # of Counselors/Social Workers                  |     | 2   |     |
| % of Teachers with No Valid Teaching Certificate                | 5.6%                    | % Teaching Out of Certification                 |     | 5.6%  |     |
| % Teaching with Fewer Than 3 Years of Experience                | 11.1%                   | Average Teacher Absences                        |     | 11.1  |     |
| Student Performance for Elementary and Middle Schools (2012-13) |                         |   |     |   |     |
| ELA Performance at levels 3 & 4                                 | 11.7%                   | Mathematics Performance at levels 3 & 4         |     | 13.6%   |     |
| Science Performance at levels 3 & 4 (4th Grade)                 | 81.0%                   | Science Performance at levels 3 & 4 (8th Grade) |     | N/A   |     |
| Student Performance for High Schools (2011-12)                  |                         |   |     |   |     |
| ELA Performance at levels 3 & 4                                 | N/A                     | Mathematics Performance at levels 3 & 4         |     | N/A   |     |
| Credit Accumulation High Schools Only (2012-13)                 |                         |   |     |   |     |
| % of 1st year students who earned 10+ credits                   | N/A                     | % of 2nd year students who earned 10+ credits   |     | N/A   |     |
| % of 3rd year students who earned 10+ credits                   | N/A                     | 4 Year Graduation Rate                          |     | N/A   |     |
| 6 Year Graduation Rate  | N/A                     |   |     |   |     |
| Overall NYSED Accountability Status (2012-13)                   |                         |   |     |   |     |
| Reward  |                         | Recognition                                     |     |   |     |
| In Good Standing  |                         | Local Assistance Plan                           |     |   |     |
| Focus District  | X                       | Focus School Identified by a Focus District     |     | X   |     |
| Priority School   |                         |   |     |   |     |

### Accountability Status – Elementary and Middle Schools

| Met Adequate Yearly Progress (AYP) in ELA (2011-12)         |     |   |     |
|---|-----|---|-----|
| American Indian or Alaska Native                            | N/A | Black or African American                       | No  |
| Hispanic or Latino  | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White   | N/A | Multi-Racial                                    | N/A |
| Students with Disabilities                                  | No  | Limited English Proficient                      | N/A |
| Economically Disadvantaged                                  | No  |   |     |
| Met Adequate Yearly Progress (AYP) in Mathematics (2011-12) |     |   |     |
| American Indian or Alaska Native                            | N/A | Black or African American                       | Yes |
| Hispanic or Latino  | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White   | N/A | Multi-Racial                                    | N/A |
| Students with Disabilities                                  | No  | Limited English Proficient                      | N/A |
| Economically Disadvantaged                                  | Yes |   |     |
| Met Adequate Yearly Progress (AYP) in Science (2011-12)     |     |   |     |
| American Indian or Alaska Native                            | N/A | Black or African American                       | Yes |
| Hispanic or Latino  | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White   | N/A | Multi-Racial                                    | N/A |
| Students with Disabilities                                  | No  | Limited English Proficient                      | N/A |
| Economically Disadvantaged                                  | Yes |   |     |

### Accountability Status – High Schools

| Met Adequate Yearly Progress (AYP) in ELA (2011-12)             |     |   |     |
|---|-----|---|-----|
| American Indian or Alaska Native                                | N/A | Black or African American                       | N/A |
| Hispanic or Latino  | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White   | N/A | Multi-Racial                                    | N/A |
| Students with Disabilities                                      | N/A | Limited English Proficient                      | N/A |
| Economically Disadvantaged                                      | N/A |   |     |
| Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)     |     |   |     |
| American Indian or Alaska Native                                | N/A | Black or African American                       | N/A |
| Hispanic or Latino  | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White   | N/A | Multi-Racial                                    | N/A |
| Students with Disabilities                                      | N/A | Limited English Proficient                      | N/A |
| Economically Disadvantaged                                      | N/A |   |     |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12) |     |   |     |
| American Indian or Alaska Native                                | N/A | Black or African American                       | N/A |
| Hispanic or Latino  | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White   | N/A | Multi-Racial                                    | N/A |
| Students with Disabilities                                      | N/A | Limited English Proficient                      | N/A |
| Economically Disadvantaged                                      | N/A |   |     |

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### ***Reflecting upon the 2012-13 SCEP***

|  |  |   |     |
|--|--|---|-----|
| Answer the following questions regarding the 12-13 SCEP  |  |   |     |
| <b>Describe the strengths of your school's 12-13 SCEP.</b>   |  |   |     |
| Strengths of our 12-13 SCEP are as follows:  |  |   |     |
| <ul style="list-style-type: none"> <li>❖ Provided academic intervention services for our lower third students, including our Special Education students and our ELLs students</li> <li>❖ Increased parent involvement by providing more appropriate workshops, training and increased communication</li> <li>❖ Alignment of budget to resources</li> <li>❖ focused observations and timely feedback to staff</li> <li>❖ Increased use of data by staff to assess and differentiation instruction for our students</li> <li>❖ A decreased of disciplinary infractions by students.</li> </ul> |  |   |     |
| <b>Describe the areas for improvement in your school's 12-13 SCEP.</b>   |  |   |     |
| <ul style="list-style-type: none"> <li>❖ Providing differentiated professional development for staff</li> <li>❖ Accurately aligning ELA performance tasks with rubrics</li> <li>❖ Student attendance</li> <li>❖ A lack of use of higher order thinking questions by teachers</li> <li>❖ A lack of meaningful differentiation by some staff members</li> <li>❖ Teachers not incorporating technology as a way to incorporate UDL in the classroom</li> </ul>  |  |   |     |
| <b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>  |  |   |     |
| <ul style="list-style-type: none"> <li>❖ Adequate time to provide professional development for staff</li> <li>❖ A lack of resources and limited budget</li> <li>❖ Some staff members not consistent in planning and execution of lessons</li> <li>❖ The bus strike</li> <li>❖ Sandy – the storm</li> </ul>   |  |   |     |
| <b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>   |  |   |     |
| The implementation of the SCEP was moderately successful since all of our goals were met or partially met.   |  |   |     |
| <b>Were all the goals within your school's 12-13 SCEP accomplished?</b>  |  |   | Yes |
| <b>If all the goals were not accomplished, provide an explanation.</b>   |  |   | X   |
| <b><i>By June 2013 all students in grades K – 5 will have engaged in 2 ELA and Math performance tasks. There will be a 5% increased of students achieving the proficiency level in Level 3 from 32% to 37%. All students were given the performance tasks in Math and ELA and teachers were given training in using the rubrics to score the tasks. However, this activity did not lead to an increased in the percentage of level 3 students. Maybe the teachers did not scaffold or provide the activities in a rigorous manner.</i></b>   |  |   |     |
| <b><i>By June 2013 we will increase the number of teachers by 100% using and becoming more effective in analyzing data to differentiate instruction in their classrooms for all students.</i></b>  |  |   |     |
| Teachers were provided with professional development around analyzing and using data to drive instruction. Teacher also had one –on- one data conversation with the principal. However, especially the lower grades teachers were not adequately using this data to tailor their instruction. Students were randomly grouped and the expected level of differentiation was not evident.  |  |   |     |
| <b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>   |  | X | Yes |
|  |  | X | No  |

### ***Developing the 2013-14 SCEP***

|  |  |  |  |
|--|--|--|--|
| Answer the following questions regarding the 13-14 SCEP  |  |  |  |
| <b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b> |  |  |  |
| Some barriers and challenges that are anticipated are  |  |  |  |

- ❖ Teachers getting familiar with implementing new curriculum materials
- ❖ Managing the new assessments (MOSL) with adequate time and support for instruction
- ❖ The roll out of the new teacher evaluation system
- ❖ Some of the most qualified staff members were excessed
- ❖ Leave of absence for staff members

**List the 13-14 student academic achievement targets for the identified sub-groups.**

In ELA to increase students in grades 3-5 at level 3 and above from 11.7% to 14%  
 In Math to increase students in grades 3-5 at level 3 and above from 13.6% to 16%  
 To increase student independent reading level by at least 2 levels as measured by Fountas & Pinell  
 To increase all ELL students by at least 1 level of performance on the 2014 NYSESLAT assessment  
 To increase all K -2 performance level by year's growth from the baseline assessment on the MOSL  
 To increase 50% students in our lowest third (including SWD's and ELLs) by level 2 and above in ELA and Math as evidence by the NYS ELA and Math examinations.

**Describe how the school leader(s) will communicate with school staff and the community.**

These targets will be communicated to school staff during faculty conference, grade meetings and other team meetings including individual data meetings with classroom teachers. During SLT team meetings, these targets will be discussed with parents. Administrative staff will also be presented with this information at PTA meetings and with "Coffee with the Principal" sessions.

**Describe your theory of action at the core of your school's SCEP.**

- All stake holders would move our school from the current state to its desired state of improvement by
- ❖ Placing an emphasis and encouraging highly effective staff members who will be provided with targeted professional development to provide rigorous and differentiated instruction so that each child can meet his/her maximum potential.
  - ❖ Providing a standard –based curriculum that would prepare our students for college and career readiness
  - ❖ Analyzing data to monitor general trends and measure individual student performance so that school staff can address students' deficit.
  - ❖ Providing academic intervention for students in small groups during school and after school using research – based programs that would assist students to move in proficiency levels across all content areas.
  - ❖ Maximizing school funds to provide students with materials and resources that would enable them to improve on their academic skills

**Describe the strategy for executing your theory of action in your school's SCEP.**

- ❖ By informing all stakeholders about our core beliefs
- ❖ By providing the required professional development for school staff both on content ( the curriculum) and pedagogy ( instruction)
- ❖ By monitoring both staff and student performance and making necessary adjustment based on data for improvement
- ❖ By using specific funding sources (Focus and SINI funds) to provide academic intervention services for our students after school and on weekends.
- ❖ By using various funding sources to provide students and staff with resources and materials to enable our students to increase their performance

**List the key elements and other unique characteristics of your school's SCEP.**

1. Our school is self- sufficient whereby the teachers will be providing the academic intervention for our students rather than an outside provider
2. Teachers will serve as mentors and share best practices with each other
3. The school schedule allowed for extensive collaboration among grade level teams

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

Every staff member is a stake holder in the contents of the SCEP. The SLT parents are an integral part of this process. Everyone would be familiar with this document since it is the 'blueprint' for our school. All team planning and instructional initiatives will be centered on the contents of this document. It would be a "living document" that all staff member can refer to.

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Ensure that all students are actively engaged in challenging assignments and curricula that are planned with opportunities to create meaningful work products in order to close the achievement gap.

|                     |                |              |           |                     |        |                     |            |
|---------------------|----------------|--------------|-----------|---------------------|--------|---------------------|------------|
| <b>Review Type:</b> | Quality Review | <b>Year:</b> | 2012-2013 | <b>Page Number:</b> | Page 4 | <b>HEDI Rating:</b> | Developing |
|---------------------|----------------|--------------|-----------|---------------------|--------|---------------------|------------|

### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an “X” the Standard(s) 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.

|          |   |          |   |
|----------|---|----------|---|
| <b>X</b> | <b>2.2 School leader’s vision</b>           |          | <b>2.3 Systems and structures for school development</b>        |
|          | <b>2.4 School leader’s use of resources</b> | <b>X</b> | <b>2.5 Use of data and teacher mid-management effectiveness</b> |

### **Annual Goal #1**

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

- ❖ By 2014, to implement a K-5 common core based curriculum (Expeditionary Learning 3-5 and Core Knowledge K-2) as evidenced by revised curriculum maps incorporating interim assessments and student performance tasks that address the instructional needs of all learners

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **Strategies/activities that encompass the needs of identified subgroups**

- A
1. Meet on grade level teams to take a deep dive into the curriculum during the school day to review and analyze the curriculum materials from Engage NY. 2.5
  2. Teachers collaborate with coach to develop unit pacing calendars for the rest of the school year on each grade level 2.2
  3. Teachers develop and execute unit and daily lesson plans suitably adjusted for ELLs and SWDs on a daily basis aligned to the units of studies 2,2
  4. School leaders and teachers will review data gathered by the data specialist from interim and end of unit performance tasks and assessments to surface implication for teacher practice at least every 8-12 weeks 2.5
  5. Teachers and coach revise and make adjustment to curriculum maps and instructional strategies based on data collected 2.5

#### **Key personnel and other resources used to implement each strategy/activity**

- B
1. 1 School leaders, coach and grade level teacher teams using curriculum units
  2. Coach and grade level teacher teams/curriculum materials
  3. Grade level teacher teams, including the ESL teacher and IEP teacher/curriculum materials and classroom technology
  4. School leaders and grade level teacher teams using student work products and rubrics
  5. Teachers and coach using curriculum maps

#### **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- C
1. Effectiveness of curriculum launch measured by teacher conversation, feedback, reflection and teacher work products
  2. Review of agenda sign-in sheet and completed pacing calendars by school leaders
  3. School leaders review daily lesson plans during informal and formal observations
  4. Using protocols to evaluate students work to track progress and gaps in student learning during weekly grade meeting and collaborative inquiry on a weekly basis
  5. Using curriculum maps and student work product and develop appropriate intervention and enrichment activities and identify ways that the curriculum can be supplemented in order to promote achievement for all learners

#### **Timeline for implementation and completion including start and end dates**

- D
- 1.5 days in November
  2. Weekly teacher team meeting from November 2013 to June 2014
  3. Weekly teacher team meeting from November 2013 to June 2014- Planning lessons
  4. From November to June ongoing data conversation with teachers; articulation with grade level teams at various checkpoints
  5. From November to June on an ongoing basis following an 8-12 weeks cycle for instructional units

▪ **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- E.
1. Per diem staff for 5 teachers for 5 days; resources : Binders, paper supply, ink
  2. School schedule reflecting common planning time
  3. Development of differentiated lesson plan- copies of lesson plans aligned to the unit of studies
  4. Schedule for data meeting with principal, individual teacher and grade level teams, calendar of check points to review work samples
  5. Calendar/documentation for adjustment to curriculum

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

|          |                     |          |                 |          |                 |  |                  |  |                  |  |               |
|----------|---------------------|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|---------------|
| <b>X</b> | <b>PF Set Aside</b> | <b>X</b> | <b>Tax Levy</b> | <b>X</b> | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|----------|---------------------|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Conceptual Consolidated

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

|          |   |  |                         |          |  |   |                             |
|----------|---|--|-------------------------|----------|--|---|-----------------------------|
| <b>X</b> | <b>PF AIS</b>                                     |  | <b>PF CTE</b>           |          | <b>PF College &amp; Career Readiness</b> |   | <b>PF Common Core</b>       |
|          | <b>PF ELT</b>                                     |  | <b>PF Inquiry Teams</b> | <b>x</b> | <b>PF NYS Standards and Assessments</b>  |   | <b>PF Parent Engagement</b> |
|          | <b>PF Positive Behavioral Management Programs</b> |  | <b>PF RTI</b>           |          | <b>X</b>                                 | <b>PF Supporting Great Teachers &amp; Leaders</b> |                             |

**Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

- ❖ The usage of higher order thinking questions to engage students is inconsistent. While students are grouped with the ELLs and SWDs, there are inconsistencies of specific strategies to support these students.

|                     |                |              |           |                     |   |                     |   |
|---------------------|----------------|--------------|-----------|---------------------|---|---------------------|---|
| <b>Review Type:</b> | Quality Review | <b>Year:</b> | 2012-2013 | <b>Page Number:</b> | 5 | <b>HEDI Rating:</b> | D |
|---------------------|----------------|--------------|-----------|---------------------|---|---------------------|---|

**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) 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.

|          |                                  |          |  |
|----------|----------------------------------|----------|--|
| <b>X</b> | <b>3.2 Enact curriculum</b>      | <b>X</b> | <b>3.3 Units and lesson plans</b>          |
|          | <b>3.4 Teacher collaboration</b> | <b>X</b> | <b>3.5 Use of data and action planning</b> |

**Annual Goal #2**

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

- ❖ By June 2014, all teachers will use multiple entry points across content areas to plan higher order thinking questions and tasks, resulting in 80% of students making at least one year's progress on the NYS examinations or MOSL assessments ( including running records)

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Provide various forms of professional development for staff using the DOK as a basis for developing questions 3.2
2. Provide professional developments for staff around differentiated instruction and the use of UDL in the classroom 3.3
3. Provide professional development for staff in the use of data and the use of protocols to analyze students work 3.5

|  |
|--|
| 4. Review and make adjustment on curriculum based on student needs3.2  |
| 5. Provide students with extended day programs and curriculum materials to meet their needs 3.3  |
| <b>B. Key personnel and other resources used to implement each strategy/activity</b>   |
| <ol style="list-style-type: none"> <li>1. Administrative staff, coach, consultants, network &amp; DOE staff</li> <li>2. Administrative staff, coach, consultants, network and DOE staff</li> <li>3. Administrative staff, coach, consultants, network and DOE staff</li> <li>4. Administrative staff, teachers, coach</li> <li>5. Administrative staff and teaching staff</li> </ol>   |
| <b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>   |
| <ol style="list-style-type: none"> <li>1. Agenda, sign- sheet, and impact on instruction- via lesson plan and instruction as evidence by staff posing more higher order thinking questions and more discussion among students</li> <li>2. Agenda, sign- sheet, and impact on instruction- via lesson plan and instruction as evidence by staff grouping students based on needs and providing more scaffolding for those students</li> <li>3. Agenda, sign- sheet, and impact on instruction with teachers using a collection of student data and improved student work</li> <li>4. Revised curriculum</li> <li>5. Purchase curriculum materials and per session for staff</li> </ol>  |
| <b>D. Timeline for implementation and completion including start and end dates</b>   |
| <ol style="list-style-type: none"> <li>1. Ongoing during grade meetings, lunch and learn, and bi-weekly sessions with consultants from September 2013 to June 2014</li> <li>2. Ongoing during grade meetings, lunch and learn, and bi-weekly sessions with consultants from September 2013-2014</li> <li>3. Ongoing during grade meetings, lunch and learn, afterschool professional development and bi-weekly sessions with consultants from September 2013-14</li> <li>4. January, March , May and June Planning 2014</li> <li>5. AIS Weekdays – Instructional time for students Thursdays and Fridays from December 12, 2013- March 28, 2014. Teacher planning and review of student work will be biweekly during this period on Wednesdays; Saturday Academy beginning December 14, 2013- March 29, 2014</li> </ol>  |
| <b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>  |
| <ol style="list-style-type: none"> <li>1. Schedule for grade meetings and lunch and learn sessions, approximately 5 per diem staff members biweekly, schedule/materials for consultants</li> <li>2. Schedule for grade meetings and lunch and learn sessions, approximately 5 per diem staff members biweekly, schedule/materials for consultants</li> <li>3. Schedule for grade meetings and lunch and learn sessions, approximately 5 per diem staff members biweekly, schedule/materials for consultants; 3 afterschool sessions for approximately 8 staff for 2 hours to work with data specialist.</li> <li>4. School schedule reflecting grade meetings/ curriculum units</li> <li>5. Week days 12 teachers x 35 days x 2 hours per day (approximately 150 students from grades 2-5); supervisor 35 days x 3 hours<br/> Saturdays 7 x 12 days x 3 hours per day ( approximately 100 students from grades 2- 5) supervisor 12 days x 3 hours per day<br/> Support staff for the week day programs : school secretary (70 hours), school aide (35 hours) and education assistants 70 hours<br/> Saturdays : school aide 12 days x 3 hours<br/> Supervisor 7 days, 4 hours per day<br/> Supplies – AIS material for approximately 200 students</li> </ol> |

**Budget and Resource Alignment**

|  |   |  |                         |  |  |  |   |          |                  |          |               |
|--|---|--|-------------------------|--|--|--|---|----------|------------------|----------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.                                      |   |  |                         |  |  |  |   |          |                  |          |               |
| <b>X</b>   | <b>PF Set Aside</b>                               |  | <b>Tax Levy</b>         |  | <b>Title IA</b>                          |  | <b>Title IIA</b>                                  | <b>X</b> | <b>Title III</b> | <b>X</b> | <b>Grants</b> |
| List any additional fund sources your school is using to support the instructional goal below.   |   |  |                         |  |  |  |   |          |                  |          |               |
| Conceptual Consolidated, SINI Grant  |   |  |                         |  |  |  |   |          |                  |          |               |
| Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A. |   |  |                         |  |  |  |   |          |                  |          |               |
| <b>X</b>   | <b>PF AIS</b>                                     |  | <b>PF CTE</b>           |  | <b>PF College &amp; Career Readiness</b> |  | <b>PF Common Core</b>                             |          |                  |          |               |
| <b>X</b>   | <b>PF ELT</b>                                     |  | <b>PF Inquiry Teams</b> |  | <b>PF NYS Standards and Assessments</b>  |  | <b>PF Parent Engagement</b>                       |          |                  |          |               |
|  | <b>PF Positive Behavioral Management Programs</b> |  |                         |  | <b>PF RTI</b>                            |  | <b>PF Supporting Great Teachers &amp; Leaders</b> | <b>X</b> |                  |          |               |

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review

type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

. “Continue to use *the Danielson’s Framework* for formative observations and feedback to support teachers’ growth

|                         |                        |                              |                        |
|-------------------------|------------------------|------------------------------|------------------------|
| <b>Review Type:</b> CIE | <b>Year:</b> 2012-2013 | <b>Page Number:</b> 1, 2 & 3 | <b>HEDI Rating:</b> NA |
|-------------------------|------------------------|------------------------------|------------------------|

**Tenet 4: Teacher Practices and Decisions**

Indicate using an “X” the Standard(s) 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.

|          |   |          |  |
|----------|---|----------|--|
| <b>X</b> | <b>4.2 Instructional practices and strategies</b> | <b>X</b> | <b>4.3 Comprehensive plans for teaching</b>                          |
|          | <b>4.4 Classroom environment and culture</b>      |          | <b>4.5 Use of data, instructional practices and student learning</b> |

**Annual Goal #3**

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

❖ By June 2014, all teachers will receive individualized feedback through cycles of observations using the *Danielson’s Framework for Teaching* and targeted professional development, resulting in 75% of teachers rated *Developing* or above on the HEDI scaled for components 3B & 3C on the *Danielson’s Framework*

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Conduct initial planning conferences with staff 4.2
2. Conduct formal and informal observations with staff 4.2
3. Provide timely feedback to staff members 4.5
4. Provide targeted professional development based on individual needs of staff 4.3
5. Observe and document progress 4.2

**B. Key personnel and other resources used to implement each strategy/activity**

1. Administrative staff and teachers
2. Administrative staff and teachers
3. Administrative staff and teachers
4. Administrative staff , coaches, network , consultants and teachers
5. Administrative staff

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Agenda, sign-in sheets, completed evaluation option forms
2. Observation reports
3. Observation feedback forms detailing next steps for staff
4. Sign-in sheets, agenda, improved instruction as related To 3C and 3D as evidence during observation
5. Observation reports reflecting improvement in these two competencies

**D. Timeline for implementation and completion including start and end dates**

1. September 2013
2. Ongoing from October 2013 to May 2014
3. At the end of each observation – within 48 hours
4. Ongoing on need basis – staff will be given a week to follow up on prescribed activities-e.g. meeting with coach, viewing LO on ARIS etc.
5. Ongoing after every observation

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Schedule for IPC conferences/copies of MOSL assessments for the school

2. Schedule for observations – documentation of Option 1 & 2 for staff observations
3. Schedule and forms for feedback sessions
4. Approximately 20 per session hours for staff (small group 6-8) to work with coach afterschool and during the school day/on spot and group session PD sessions by consultants
5. Data chart reflecting progress

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

|          |                     |          |                 |  |                 |  |                  |  |                  |  |               |
|----------|---------------------|----------|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|
| <b>X</b> | <b>PF Set Aside</b> | <b>X</b> | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|----------|---------------------|----------|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Conceptual Consolidated

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

|  |   |  |                         |  |  |          |   |
|--|---|--|-------------------------|--|--|----------|---|
|  | <b>PF AIS</b>                                     |  | <b>PF CTE</b>           |  | <b>PF College &amp; Career Readiness</b> |          | <b>PF Common Core</b>                             |
|  | <b>PF ELT</b>                                     |  | <b>PF Inquiry Teams</b> |  | <b>PF NYS Standards and Assessments</b>  |          | <b>PF Parent Engagement</b>                       |
|  | <b>PF Positive Behavioral Management Programs</b> |  |                         |  | <b>PF RTI</b>                            | <b>X</b> | <b>PF Supporting Great Teachers &amp; Leaders</b> |

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Students harass or bully other students

|                     |                             |              |           |                     |   |                     |    |
|---------------------|-----------------------------|--------------|-----------|---------------------|---|---------------------|----|
| <b>Review Type:</b> | Learning Environment Survey | <b>Year:</b> | 2012-2013 | <b>Page Number:</b> | 7 | <b>HEDI Rating:</b> | NA |
|---------------------|-----------------------------|--------------|-----------|---------------------|---|---------------------|----|

**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) 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.

|          |                                     |          |   |
|----------|-------------------------------------|----------|---|
|          | <b>5.2 Systems and partnerships</b> | <b>x</b> | <b>5.3 Vision for social and emotional developmental health</b> |
| <b>x</b> | <b>5.4 Safety</b>                   |          | <b>5.5 Use of data and student needs</b>                        |

**Annual Goal #4**

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

- ❖ By June 2014, show a decreased in the number of incidents of student aggression and /or bullying as demonstrated by a 10% drop in the *Learning Survey* parents responses that agree with "students get into physical fights" and "student harass and bully other students"

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Surface the issue of harassment and bullying with students 5.3
2. Provide parent workshop around these areas and assemblies for students 5.3
3. Put a school reward system in place for good behavior 5.4
4. Classroom teachers develop behavior modification plans for students 5.4
5. Provide intervention for students by the guidance counselor and SBST 5.3

**B. Key personnel and other resources used to implement each strategy/activity**

1. Administrative staff, classroom teachers, guidance counselor
2. Consultants, parent coordinator, school staff and parents
3. Teachers and administrative staff
4. Classroom teachers
5. Guidance counselor and school based support staff

|  |
|--|
| <b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>   |
| <ol style="list-style-type: none"> <li>OORS report, parent in-take forms and anecdotal records</li> <li>Sign-in sheets, attendance and material given to parents; .An assembly for students around bullying presented by the (Never Give Up ; Encourage Others, Do Your best) NED shows and other assemblies that would become available.</li> <li>The number of students/classes receiving rewards</li> <li>Evidence of behavior modification charts in classrooms and decreased incidents in the classroom as a result of the modifications</li> <li>Guidance counselor schedule, sign-in sheets and agenda from PPC meetings; monthly OORS reports to view suspension data; parent in-take forms</li> </ol> |
| <b>D. Timeline for implementation and completion including start and end dates</b>   |
| <ol style="list-style-type: none"> <li>September 2013</li> <li>One session in December in the morning and an afternoon session in March, ongoing available assemblies for students- One in September 2013</li> <li>Ongoing on a monthly basis</li> <li>September 2013- June 2014 functional behavioral modification charts in all classroom- Teachers reward students on weekly basis.</li> <li>Bi-weekly meeting and support staff –September 2013-June 2014</li> </ol>   |
| <b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>  |
| <ol style="list-style-type: none"> <li>Schedule meeting with support staff</li> <li>CITE consultants to provide 2 – 2 hours workshop to parents around bullying; schedule for assemblies</li> <li>Documentation/data to assess impact of reward system</li> <li>Evidence of modifications and anecdotal records.</li> <li>Schedule for bi-weekly meetings/ suspension reports</li> </ol>   |

**Budget and Resource Alignment**

|   |   |          |                         |  |  |          |   |  |                  |               |
|---|---|----------|-------------------------|--|--|----------|---|--|------------------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.   |   |          |                         |  |  |          |   |  |                  |               |
| <b>X</b>  | <b>PF Set Aside</b>                               | <b>X</b> | <b>Tax Levy</b>         |  | <b>Title IA</b>                          |          | <b>Title IIA</b>                                  |  | <b>Title III</b> | <b>Grants</b> |
| List any additional fund sources your school is using to support the instructional goal below.  |   |          |                         |  |  |          |   |  |                  |               |
| Conceptual Consolidated Conceptual Consolidated   |   |          |                         |  |  |          |   |  |                  |               |
| Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. . |   |          |                         |  |  |          |   |  |                  |               |
|   | <b>PF AIS</b>                                     |          | <b>PF CTE</b>           |  | <b>PF College &amp; Career Readiness</b> |          | <b>PF Common Core</b>                             |  |                  |               |
|   | <b>PF ELT</b>                                     |          | <b>PF Inquiry Teams</b> |  | <b>PF NYS Standards and Assessments</b>  | <b>X</b> | <b>PF Parent Engagement</b>                       |  |                  |               |
| <b>X</b>  | <b>PF Positive Behavioral Management Programs</b> |          |                         |  | <b>PF RTI</b>                            |          | <b>PF Supporting Great Teachers &amp; Leaders</b> |  |                  |               |

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

**Major Recommendation**

|  |                 |              |           |                     |   |                     |    |  |  |
|--|-----------------|--------------|-----------|---------------------|---|---------------------|----|--|--|
| Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable). |                 |              |           |                     |   |                     |    |  |  |
| Attendance rate 2012-2013 reflects 90.7% a decrease from the previous year which was 92%   |                 |              |           |                     |   |                     |    |  |  |
| <b>Review Type:</b>  | Progress Report | <b>Year:</b> | 2012-2013 | <b>Page Number:</b> | 4 | <b>HEDI Rating:</b> | NA |  |  |

**Tenet 6: Family and Community Engagement**

|  |  |          |                                     |  |  |  |  |  |  |
|--|--|----------|-------------------------------------|--|--|--|--|--|--|
| Indicate using an "X" the Standard(s) 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. |  |          |                                     |  |  |  |  |  |  |
|  | <b>6.2 Welcoming environment</b>             | <b>X</b> | <b>6.3 Reciprocal communication</b> |  |  |  |  |  |  |
| <b>x</b>   | <b>6.4 Partnerships and responsibilities</b> | <b>x</b> | <b>6.5 Use of data and families</b> |  |  |  |  |  |  |

**Annual Goal #5**

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
| Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals. |  |  |  |  |  |  |  |  |  |
| ❖ By June 2014, show an increase of 2 % in student attendance from 92% to 94% as reflected in our ATS data and Progress Report   |  |  |  |  |  |  |  |  |  |

**Strategies to Increase Parental Involvement and Engagement**

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). |  |  |  |  |  |  |  |  |  |
| <b>A. Strategies/activities that encompass the needs of identified subgroups</b>  |  |  |  |  |  |  |  |  |  |

|  |
|--|
| <ol style="list-style-type: none"> <li>Review assessment data and trends 5.5</li> <li>Identify students with 10% absences last year. Make outreach to parents 6.5</li> <li>Provide workshops for parents around attendance 6.3</li> <li>Monitor daily attendance and send auto messages to parents 6.5</li> <li>Provide incentive for students 6.4</li> </ol>  |
| <b>B. Key personnel and other resources used to implement each strategy/activity</b>   |
| <ol style="list-style-type: none"> <li>Administrative staff, classroom teacher and parent coordinator</li> <li>Administrative staff and parent coordinator</li> <li>Administrative staff, consultants, parent coordinator, parents</li> <li>Pupil personnel secretary and parent coordinator</li> <li>Administrative staff, parent coordinator and teachers</li> </ol>   |
| <b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>   |
| <ol style="list-style-type: none"> <li>ARIS and ATS data- reflects improved percentage in attendance</li> <li>Number of letters and phone calls made to parents</li> <li>Attendance at workshops and parents initiative to send students to school regularly as reflected in ATS</li> <li>Monitoring the number of parents receiving message via auto messenger- this should show a decrease</li> <li>Increased number of students/classes receiving incentives</li> </ol> |
| <b>D. Timeline for implementation and completion including start and end dates</b>   |
| <ol style="list-style-type: none"> <li>September 2013- June 2014</li> </ol>  |
| <b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>  |
| <ol style="list-style-type: none"> <li>Purchase renewal license of the auto messenger system</li> <li>Parent coordinator monitors 407 and send letters to parents</li> <li>Two parent workshops ( one in the morning and one in the evening in January and April 2014 to discuss attendance issues</li> <li>Provide incentives for students with monthly perfect attendance</li> <li>Purchase low cost incentive for students</li> </ol>                                   |

***Budget and Resource Alignment***

|  |   |  |                         |  |  |          |   |  |                  |               |
|--|---|--|-------------------------|--|--|----------|---|--|------------------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.                                      |   |  |                         |  |  |          |   |  |                  |               |
| <b>X</b>   | <b>PF Set Aside</b>                               |  | <b>Tax Levy</b>         |  | <b>Title IA</b>                          |          | <b>Title IIA</b>                                  |  | <b>Title III</b> | <b>Grants</b> |
| List any additional fund sources your school is using to support the instructional goal below.   |   |  |                         |  |  |          |   |  |                  |               |
| Conceptual consolidation   |   |  |                         |  |  |          |   |  |                  |               |
| Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A. |   |  |                         |  |  |          |   |  |                  |               |
|  | <b>PF AIS</b>                                     |  | <b>PF CTE</b>           |  | <b>PF College &amp; Career Readiness</b> |          | <b>PF Common Core</b>                             |  |                  |               |
|  | <b>PF ELT</b>                                     |  | <b>PF Inquiry Teams</b> |  | <b>PF NYS Standards and Assessments</b>  | <b>X</b> | <b>PF Parent Engagement</b>                       |  |                  |               |
| <b>X</b>   | <b>PF Positive Behavioral Management Programs</b> |  |                         |  | <b>PF RTI</b>                            |          | <b>PF Supporting Great Teachers &amp; Leaders</b> |  |                  |               |

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

| <b>Type of Academic Intervention Service (AIS)</b> | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>  | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>   | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>   |
|--|--|--|--|
| <b>ELA</b>   | <p>In our school, the IEP teacher, SETTS teacher, coach, other providers and classroom teachers provide students who need additional support in ELA. The TCWRP, Core Knowledge and Expeditionary Learning are being used in the school. Students are taught to use graphic organizers to scaffold their writing. The writing continuum is used to help students improve in their writing. Staff supports students by conducting guided reading in the classroom so that they can support students with comprehension during the reading workshop. A variety of informational and literary texts are used to support student learning. During the Extended day, various skill books are used with the students. Teachers are making use of the DOK, RTI and curriculum Mapping to infuse instruction. Wilson Foundation program is used to provide students with basic skills</p> | <p>Students who need additional support are provided with small group instruction inside the classroom during the literacy block. This is done in small groups and in some cases one-to-one. Some teachers are using their professional periods to provide One-on-one or small group instruction to students. Tier 1 students are also pulled out in the afternoons for 1 period a day for small group instruction</p> | <p>Students who need additional support are provided with small group instruction inside the classroom during the literacy block. This is done in small groups and in some cases one-to-one. Some teachers are using their professional periods to provide One-on-one or small group instruction to students. Tier 1 students are also pulled out in the afternoons for 1 period a day for small group instruction</p> |
| <b>Mathematics</b>                                 | <p>To support our students, math instruction is tiered at various levels. Our AIS students are given more manipulatives .- and the use of technology to assist them . Math skill</p>   | <p>Students who need additional support are provided with small group instruction inside the classroom during the math block. This is done in small groups and in</p>  | <p>Students who need additional support are provided with small group instruction inside the classroom during the literacy block. This is done in small groups and in</p>  |

|   |   |   |  |
|---|---|---|--|
|   | books are used during the extended day. Students are grouped based on data and support is given to students by way of one-on- one instruction in the classroom, or through a pull out program.  | some cases one-to-one. Some teachers are using their professional periods to provided One-on-one or small group instruction to students. Tier 1 students are also pulled out in the afternoons for 1 period a day for small group instruction   | some cases one-to-one. Some teachers are using their professional periods to provided One-on-one or small group instruction to students. Tier 1 students are also pulled out in the afternoons for 1 period a day for small group instruction  |
| <b>Science</b>  | The Science specialty teachers have small group instruction during the Science period to support the Science instruction. Students document their work in their science note books. These students are provided with more hands-on instruction to scaffold their learning. Science is infused during the literacy block so that instruction can be more cohesive. | Students who need additional support are provided with small group instruction inside the classroom during the science instruction. This is done in small groups and in some cases one-to-one. Some teachers are using their professional periods to provided One-on-one or small group instruction to students.                    | Students who need additional support are provided with small group instruction inside the classroom during the science. This is done in small groups and in some cases one-to-one. Some teachers are using their professional periods to provided One-on-one or small group instruction to students. |
| <b>Social Studies</b>   | During the social studies period, teachers have small group instruction to target and support Social Studies content. Rand McNally websites are available for teachers to reinforce map skills. Social Studies will be interwoven in other content areas and taught by classroom teachers during their professional periods                                       | Students who need additional support are provided with small group instruction inside the classroom during the social studies or Literacy instruction. This is done in small groups and in some cases one-to-one. Some teachers are using their professional periods to provided One-on-one or small group instruction to students. | Students who need additional support are provided with small group instruction inside the classroom during the science. This is done in small groups and in some cases one-to-one. Some teachers are using their professional periods to provided One-on-one or small group instruction to students. |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | Guidance counselors provide at-risk and mandated counseling services to   | Small group/one to one  | ❖ During the school day By June  |

our students. They hold individual and group sessions that target social and behavioral goals. In addition, they participate in the Pupil Personnel Team and Academic Intervention team to provide input for students who are at the greatest risk of not meeting standards. They help set goals and monitor progress of these children. The school psychologist conducts classroom observations for any student who is at risk of being referred for special education and provides preventive services to the students as a way of avoiding a referral. The school psychologist also participates in the Pupil Personnel Team to provide strategies for students who The Social Worker conducts classroom observations for any student who is at risk of being referred for special education and provides preventive services to the students as a way of avoiding a referral. The Social Worker also participates in the Pupil Personnel Team to provide strategies for students who are at great risk of not meeting standards due to behavioral or social issues. In addition, she helps set goals and monitors progress for these children and is the link between the school and home. The nurse and health care personnel provide mandated students with the required services. They regularly monitor progress and keep families, teachers and administrators informed

2014, all students in grades 3-5, would have increased 5% in proficiency level in level 3 and above in the NYS Math assessment from 46% to 51%

**Title I Information Page (TIP)  
For School Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed\*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

|  |                                  |  |   |
|--|----------------------------------|--|---|
| Indicate with an "X" your school's Title I Status. |                                  |  |   |
| <b>X</b>   | <b>School Wide Program (SWP)</b> |  | <b>Targeted Assistance (TA) Schools</b> |
|  |                                  |  | <b>Non-Title I</b>                      |

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

Resumes for staff are carefully scrutinized by the principal and the hiring committee. Upon consensus, prospective staff members are invited for an interview. For classroom teachers, they are asked to conduct a demonstration lesson. For such positions as psychologist and social workers, district supervisors are asked to attend the interview. The committee makes recommendation for hiring and the principal makes the final decision on whether to hire a staff member or not. Persons are recruited during job fairs, the Open Market or upon recommendation by other professionals. During the recruitment process and prior to the commencement of employment, certification credentials are verified.. Teachers' assignments are based on their qualification.

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

Consultants, such as the AUSSIE and CITE providers are invited to the school to provide differentiated professional development for staff. The data specialist and the literacy coach conduct lunch and learn and other sessions after or before school. All new staff members are mentored by seasoned professionals

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

This is the fourth year that our school is implementing the CCSS. Units of studies and curriculum maps were developed that are aligned to the CCSS. At the beginning of the school year, staff members were given professional development around these documents. During grade planning teachers meet in teams by themselves or with administrators and/or with coach to plan these lessons for students. Teachers set personal goals around pedagogy and based on their needs, professional development would be planned for these staff members. As administrators conduct the cycles of observation and noticed trends for improvement, professional development sessions would be planned at the school level, by the network and by the DOE staff.

Curriculum materials will be reviewed monthly and based on data if need be, adjustment would be made to the curriculum. Grades 3- 5 teachers studied the item analysis from the last NYS tests and we have identified areas of need- standards that the school is doing poorly in both in Math and ELA. Professionals developments session will be planned with these critical areas in mind, so that teachers can developed the skills to roll out standard based instruction with our students.

We will be contracted CITE to provide professional development in areas of English Language learning for the staff. Teachers meet in teams on Wednesday after school in teams to look at students work, set goals and developed strategies for

students. The IEP coordinator and administrative staff also meet with paraprofessionals to discuss how they can support the teachers with delivering standards based instruction. Paraprofessionals are also part of the curriculum planning team. Administrators attend workshops are the standards and curriculum material planned by network staff, CSA and the Leadership Academy.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet *the intent and purpose* programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As a Title 1 School-wide Program School, Conceptual Consolidation will allow us to combine Federal and Local funds such as, Fair Student Funding, STH, Title 1 and Title 111 to implement action plan from 9/13 to 6/14.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- 1) Form committee- Pre-K teacher, IEP coordinator, Guidance counselor and the parent coordinator
- 2) Develop a timeline for activities
- 3) Beginning January, provide ongoing meetings for parents to discuss student readiness for kindergarten and how parents can help in the transition process; introduce kindergarten curriculum and standards to parents; provide families with home-learning activities and have a parent orientation in June, where parents will meet with kindergarten teachers. Kindergarten teachers will discuss curriculum content, expectation of students and parents and provide parents with a list of summer activities and list of school materials needed for Kindergarten students.
- 4) Assess students, determine need and put plans in place for intervention if needed.
- 5) Have kindergarten activities incorporated from pre-kindergarten.
- 6) Have kindergarten support staff visit with pre-K students
- 7) In the fall, have the parent coordinator serve as a bridge for family and as a resource to the kindergarten teachers.
- 8) In the fall have 'meet the teacher' where new kindergarten parents can have an insight of expectation for the new school year.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Committee members comprised of 8 staff members reviewed and selected the assessments for the school year. This information was discussed with staff members at the September faculty conference. During the IPC with the administrators, assessments specific to individual staff member were discussed and the impact that these assessments would have on the teacher's evaluation. All staff members are mandated to have data binders and individual conferences are planned in December for staff. At these conferences, baseline data will be discussed and targets will be set for students. Assessments results will be continuously reviewed by administrators and staff and instruction and curriculum adjustment would be made so that the varied needs of all students would be met.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

|   |                         |                          |
|---|-------------------------|--------------------------|
| District <b>17</b>                          | Borough <b>Brooklyn</b> | School Number <b>091</b> |
| School Name <b>The Albany Avenue School</b> |                         |                          |

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

|  |   |
|--|---|
| Principal <b>Tessa Alleyne</b>                                     | Assistant Principal <b>William Cooper</b> |
| Coach <b>Deb Farley</b>  | Coach <b>type here</b>                    |
| ESL Teacher <b>R. Pusey</b>  | Guidance Counselor <b>Ms. Z. Merl</b>     |
| Teacher/Subject Area <b>type here</b>                              | Parent <b>Ms. McCubbin</b>                |
| Teacher/Subject Area <b>M. Sanders</b>                             | Parent Coordinator <b>Jo Ann Lee</b>      |
| Related Service Provider <b>type here</b>                          | Other <b>type here</b>                    |
| Network Leader(Only if working with the LAP team) <b>type here</b> | Other <b>type here</b>                    |

### 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 currently teaching in the ESL program.           | <b>1</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program                                  |  | Number of teachers who hold both content area and ESL certification          |  |
| Number of certified bilingual teachers currently teaching in a bilingual program  |          | Number of certified NLA/foreign language teachers  |  | Number of teachers who hold both a bilingual extension and ESL certification |  |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program |          | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification |  | Number of special education teachers with bilingual extensions               |  |

### D. Student Demographics

|  |            |                      |           |   |              |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | <b>488</b> | Total number of ELLs | <b>31</b> | ELLs as share of total student population (%) | <b>6.35%</b> |
|--|------------|----------------------|-----------|---|--------------|

## Part II: 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 type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program                    | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |

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

| ELL Program Breakdown  |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Dual Language</b><br>(50%:50%)  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
| SELECT ONE   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| SELECT ONE   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Total</b>   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0       |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                                |   |
|-----------------------------|----|--|----|--------------------------------|---|
| All ELLs                    | 31 | Newcomers (ELLs receiving service 0-3 years) | 40 | ELL Students with Disabilities | 4 |
| SIFE                        | 3  | ELLs receiving service 4-6 years             | 1  | Long-Term (completed 6+ years) | 0 |

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

| ELLs by Subgroups |                  |                                    |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years)  | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

|               | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE           |     |      |     |     |      |     |     |      |     | 0     |
| Dual Language |     |      |     |     |      |     |     |      |     | 0     |
| ESL           |     |      |     |     |      |     |     |      |     | 0     |
| Total         | 0   | 0    | 0   | 0   | 0    | 0   | 0   | 0    | 0   | 0     |

Number of ELLs who have an alternate placement paraprofessional:

### 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 |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>                                   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

\*EP=English proficient student

| 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 |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| <b>TOTAL</b>                                   | 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 |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 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 |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section for Dual Language Programs Only**

|   |                                    |                  |
|---|------------------------------------|------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |                  |
| Ethnic breakdown of EPs (Number):                                 |                                    |                  |
| African-American: ____  | Asian: ____                        | Hispanic/Latino: |
| Native American: ____   | White (Non-Hispanic/Latino): ____  | Other:           |

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

|              | K        | 1         | 2        | 3        | 4         | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL     |
|--------------|----------|-----------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish      | 0        | 5         | 0        | 0        | 3         | 1        |          |          |          |          |          |          |          | 9         |
| Chinese      | 0        | 0         | 0        | 0        | 0         | 0        |          |          |          |          |          |          |          | 0         |
| Russian      | 0        | 0         | 0        | 0        | 0         | 0        |          |          |          |          |          |          |          | 0         |
| Bengali      |          |           |          |          |           |          |          |          |          |          |          |          |          | 0         |
| Urdu         |          |           |          |          |           |          |          |          |          |          |          |          |          | 0         |
| Arabic       | 1        | 0         | 0        | 0        | 2         | 0        |          |          |          |          |          |          |          | 3         |
| Haitian      | 2        | 4         | 4        | 3        | 5         | 5        |          |          |          |          |          |          |          | 23        |
| French       | 1        |           |          |          |           |          |          |          |          |          |          |          |          | 1         |
| Korean       |          |           |          |          |           |          |          |          |          |          |          |          |          | 0         |
| Punjabi      |          |           |          |          |           |          |          |          |          |          |          |          |          | 0         |
| Polish       |          |           |          |          |           |          |          |          |          |          |          |          |          | 0         |
| Albanian     |          |           |          |          |           |          |          |          |          |          |          |          |          | 0         |
| Other        | 1        | 1         |          | 2        | 1         |          |          |          |          |          |          |          |          | 5         |
| <b>TOTAL</b> | <b>5</b> | <b>10</b> | <b>4</b> | <b>5</b> | <b>11</b> | <b>6</b> | <b>0</b> | <b>41</b> |

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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) | 3 | 0 | 0 | 3 | 1 | 1 |   |   |   |   |    |    |    | 8     |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I)   | 2 | 3 | 1 | 3 | 0 | 2 |   |   |   |   |    |    |    | 11    |
| Advanced (A)  | 2 | 0 | 2 | 1 | 4 | 2 |   |   |   |   |    |    |    | 11    |
| Total   | 7 | 3 | 3 | 7 | 5 | 5 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 30    |

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

| NYS ELA               |         |         |         |         |       |
|-----------------------|---------|---------|---------|---------|-------|
| Grade                 | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                     | 3       | 2       | 0       | 0       | 5     |
| 4                     | 1       | 3       | 0       | 0       | 4     |
| 5                     | 3       | 2       | 0       | 0       | 5     |
| 6                     |         |         |         |         | 0     |
| 7                     |         |         |         |         | 0     |
| 8                     |         |         |         |         | 0     |
| NYSAA Bilingual (SWD) |         |         |         |         | 0     |

| NYS Math              |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                 | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 3                     | 6       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 6     |
| 4                     | 2       | 0  | 2       | 0  | 0       | 0  | 0       | 0  | 4     |
| 5                     | 4       | 0  | 1       | 0  | 1       | 0  | 0       | 0  | 6     |
| 6                     |         |    |         |    |         |    |         |    | 0     |
| 7                     |         |    |         |    |         |    |         |    | 0     |
| 8                     |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 4                     | 0       | 0  | 1       | 0  | 3       | 0  | 0       | 0  | 4     |
| 8                     |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 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 Foreign Language |                            |                 |                             |                 |
| Government                      |                            |                 |                             |                 |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |   |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |   |                        |                        |                        |

**After reviewing and analyzing the assessment data, answer the following:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

There are currently 43 English Language Learners enrolled at P.S. 91. Seventeen(39.5%) are newcomers. Thirteen of these newcomers (76.5%), scored at the beginner level on the LAB-R. The rest are advanced. Overall 67.4% of our Ls are beginners or intermediates. 11.6% of our English Language learners have IEPs. An analysis of the NYSESLAT for this year indicates that a high percentage of our Ls did not made progress on the Listening/Speaking strand. This was in sharp contrast to previous years when the data had consistently showed good progress from year to year. We think that this could be due to the changes make to the NYSESLAT. An analysis of performance data on the New York State tests in ELA and math was done to determine the needs of our ELLs' in these areas. This past year, the majority of our ELLs' scored a two on the state ELA and math. We believe that with additional support in the math content area, all our students will be able to meet standards. Therefore, more support in the language of mathematics, including word problem strategies and math vocabulary will be provided.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

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

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a. In analyzing both the NYSESLAT and the NYS tests, our ELL students are not making progress in reading and writing. About 20 students across the grades are at the beginning levels. For the entire ELL population, there is an overall of 10 advanced students. The advanced students in grades 4 & 5 did havenot advanced scores for reading and writng. Only 2 students are proficient in ELA, scoring level 2's. The students are having higher levels of proficiency in listening and speaking and low levels in reading and writing. Students were not given any tests in their native language . 4b A comprehensive analysis of students' needs, as measured by the State and City-wide standardized assessments, was pivotal in the definition and in the creation of a prioritized list of areas for improving student performance. This analysis will serve as a guide in the implementation of effective strategies for meeting the needs of the ELL students and for providing intensive professional development for teachers. There is ongoing teacher inquiry work for looking at data and the findings are used to inform instruction. Teachers are aware of the data on each student and they set both long term and interim goals targeted at meeting the needs of these students. Instruction is differentiated to meet the needs of students. Students will be constantly assessed to monitor progress and to revise goals. Students will be given extra tutoring during the AIS periods and the extended day. Classroom teachers will be provided with professional development so that they can target areas of needs for students. Listening centers will be in all classrooms and students will be given tasks whereby the have to listen and follow direction. Materials will be purchased at various levels so that teachers can scaffold for our students in reading and writng. Technology will be used to compliment student learning. 4c No periodic assessment was

conducted

as yet. However, from previous administration of the assessment teachers were able to identify students' weaknesses. They were able

to group students according to needs and tailor instruction for them.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

In order to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5) we review the NYSESLAT, NYS ELA, & Math scores, as well as benchmarks these students should have met to identify which tier of RtI intervention services the students require. Depending on their tier placement, the students program is differentiated in order to work with assigned staff members to receive the needed services.

6. How do you make sure that a child's second language development is considered in instructional decisions?

At P.S. 91 the language development of our English language learners is paramount. Our goal is to prepare all our students to be college and career ready. However, we understand that English Language learners span a range of first languages, educational background and socioeconomic statuses. We recognize that they bring with them many resources that can enhance their education. With this in mind we make sure that our teachers receive the training needed to prepare them to support our English Language learners. We assess our English Language Learners in order to adjust and differentiate instruction and to provide them with the appropriate instructional support.

Because we know that oral language provides the foundation for listening, speaking and writing, we aim to organize teaching around content-based, thematic unit that is based on topics that lend themselves to big questions without easy answers. Our instructional decisions include practices such as close, interactive read aloud. And since Knowledge of vocabulary words is vital to reading comprehension and a cornerstone to oral language, we provide our ELLs with a multifaceted, intensive vocabulary instruction, in which we emphasize academic vocabulary.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here: N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

NYSESLAT results

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

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
The initial identification of students who may possibly be ELLs is as follows:
  - All students are identified upon enrollment through the completion of the HLIS form by parents and screened by the ESL teacher for eligibility. HLIS forms are distributed in various languages to ensure the family understands the information presented and the copy given to the parent, will match the home language of the family.
  - Certified staff members who have language translation ability are on hand for formal and informal oral interviews in English and Native Language where possible.
  - Once the home language is determined, the ELL student entering the NYC system for the first time is assessed using the LAB-R
  - If the student receives a score as beginning, intermediate or advanced, the student is then placed in the Free standing ESL pull out/push in program
  - Student eligibility for ESL or bilingual services will be determined through assessment to ascertain whether s/he is an ELL and this process is completed within ten (10) school days of initial enrollment by our certified ESL teacher, with available translation services.
  - Parents of eligible students will be notified of results. Students will be flagged in ATS
  1. All new students whose Home Language Identification Survey indicate that Spanish is the home language, and scores at or below the LAB-R cut scores, is administered the Spanish LAB.
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.  
P.S. 91 offer only ESL. This is communicated to parents during the orientation meeting. Parents whose preference is either a Dual Language (DL) or Transitional Bilingual program, are informed of their right to transfer their child to another school in the district that has the program. If a either a Dual Language or a Transitional Bilingual Education program were to become available at P.S. 91 parents who had previously chosen those programs but opted to remain in our ESL program will be contacted by the parent coordinator. Structures that are in place at this school to ensure that parents understand the choices Traditional Bilingual, Dual Language and Free and Free Standing ESL. Once it has been determined that the student is an english language learner, parents are notified, and are invited to an orientation meeting. During the meeting they watch the parent orientation video in their preferred language, and complete the parent survey as well as the program selection forms. Parents are given the opportunity to discuss and ask questions about the three program options and are allowed to choose the program best suited for their child. Parents are informed that they have the option of transferring their child to another school in the district if their first choice is not available at our school. These parent orientation meetings are available as needed on an ongoing basis throughout the school year. Parents are also informed about the annual evaluation for ELL using the NYS English as a Second Language Achievement Test (NYSESLAT).
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
At P.S. 91, entitlement letters are delivered/distributed to parents in students' book bags. And the ESL teacher or the parent coordinator follows up with phone calls. All letters are written in the student's home language or the parent preferred language. Parents complete the survey and program selection form after attending the parent orientation meeting. If parents need more time to make a decision the parent coordinator will follow up. We ensure 100% survey and program selection form return by monitoring and placing follow up calls when necessary. We strive for 100% parent orientation attendance by following up and offering flexible times for parents to attend. After parents attend the orientation session and complete the survey and program selection form, these forms collected by the ESL teacher and are filed in the ESL binder. Continued entitlement letters, placement letters, and non-entitlement letters are also sent home to parents in students' book bags and are filed in the ESL binder.
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.  
Placement letters, continued entitlement letters, and non-entitlement letters are also sent home to parents in students' book bags and are filed in the ESL binder. At P.S. 91 we honor parent's program choice. Parents that prefer either a Dual Language (DL) or Transitional Bilingual program are given a list of schools in the district that offer these programs, and are inform of their right to transfer their child to any of these schools. The ESL teacher updates the ELPC screen in ATS within 20 days of an ELL enrolling

in our school.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

As mandated by Commissioner's Regulation and Title III of the ESEA, all ELLs at PS 91 are assessed yearly with the NYSESLAT.

The first step towards the administration of this test is the parent workshop. During this meeting we communicate to parent the importance of the NYSESLAT and what they can do to help their children prepare. Then the principal or assistant principal assemble a team that is usually compose of the test coordinator, the ESL teacher and several certified classroom teachers. During this meeting, testing schedule and locations are determined. The ESL teacher compiles a list of all students to be tested using the RLER ATS report. He writes the names of the students on the speaking score sheets, and uses polybags to organize the grids into grade/class bands. He also keeps track of absent students and schedules make up sessions. Upon arrival, the NYSESLAT is inventoried and is secured in the principal's office until it is given. The speaking section of the NYSESLAT is administered individually and is scored by a teacher other than the student's ESL or ELA teachers. The reading, writing and listening sections are administered in groups. For the reading and writing parts of the test, ELLs with disabilities are given the testing accommodations specified in their 504 plans or IEPs with two exceptions: The first is that the Reading subtest is not read to any student. Secondly, on the Writing subtest, students do not receive assistance with spelling, grammar, paragraphing or punctuation. We follow state guidelines when scoring the constructive response questions on the Writing subtest. No individual teacher is allowed to score more than half of the constructive response questions in any student's Writing subtest booklet. And the ESL or the student's Language art teachers are not permitted to score any of the constructed response questions. All students are tested within the state specified testing window for each test section. The test is untimed.

6. 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.) 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. 

After reviewing the Parent Selection Forms for the past two years we have noticed that 99% of the parents selected the freestanding ESL program as their first choice. Parents who chose transional bilingual education model reverted to our program as they experienced difficulties in getting their programs. Program models offered at P.S. 91 are aligned with parent requests. All grades are served through the /push-in pull-out model. Parents are assured that there is a degree of planning between the ESL teacher and the teacher whose class the child is pulled out of for the service, so there is some form of continuity of the child's learning.

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - 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])?

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

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)?

English will be the language of instruction in the program. The students are heterogeneously grouped within each grade. All students receive instruction in English classrooms in which cluster teachers are deployed to enrich the curriculum. Instruction will be developed around real life, meaningful and purposeful experiences. All of the lesson activities will be research based on strategies such as the Language experience and natural approaches, total physical response, guided reading, and guided writing. Based on the students' LAB-R and the NYSESLAT scores and in accordance with CR Part 154, students at the beginning and the intermediate levels receive 360 minutes of ESL instruction weekly. Students at the advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction weekly.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In addition to the Pull-out program, ELL students receive instruction using the workshop model in all the major subjects. Students are given access to all programs, services and extra-curricular activities. The general education staff is given appropriate support and professional development to assist ELL students effectively.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

The only program for English Language Learners offered at P.S. 91 is ESL. As required, new Spanish speaking students take the Spanish LAB-R. The result is used to get an idea of a student's literacy level in his first language. Students that speak others languages are interviewed and tested informally by personnel who speak their language and is familiar with the education system of the student's country of origin. This helps us determine the student's overall cognitive and linguistic development.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

At PS 91, we use a variety of tools to evaluate our English Language Learners in the four modalities of Listening, Speaking, Reading and Writing. In addition to the ELL periodic assessment, we use Rigby's ELL assessment kit and Sails Literacy Series to evaluate our students. Teachers conduct running records and used rubrics to help determine students' progress in all four modalities. Assessment, whether informal or teacher created is an integral part of every lesson. The results of these assessments are used to inform our instruction and support our students' academic progress.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

- Intensive English language development instruction teaching social and academic language in small group settings
- Intensive literacy development

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

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

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

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

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

7. 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?

Students IEP is constantly reviewed and this drives their instructional program. Classroom teachers differentiate the content/process to meet the needs of the students. Students' assessments are analyzed and curriculum and instruction are adjusted to meet the needs of the students. Students who can function in a least restrictive environment for part of the day/subject areas are given such placement dictated by the flexibility of the schedule. Materials used to maximize the accessibility of the curriculum and to accelerate our students English language acquisition includes Smart Boards, computer and web based programs such as Brianpop ESL, and Starfall. Our ELL-SWDs also have access to books on tape, CD players, and Leap Frog pads. . Other language materials used include Righby's "On Our Way to English", Options publishing's "Best Practices in Reading" , leveled libraries with culturally relevant books and bilingual dictionaries. These materials help with English language development by providing ELL-SWD with different ways of accessing the text and language at their point of instruction. These materials also allow ELL-SWD to function independently and learn at their own pace.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

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

**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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 45 minutes per day   | 45 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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

| Native Language Usage/Support | Transitional Bilingual Education (TBE) |
|-------------------------------|--|
| 100%                          |  |
| 75%                           |  |
| 50%                           |  |

|  |                  |              |          |
|--|------------------|--------------|----------|
| 25%  |                  |              |          |
|  | Dual Language    |              |          |
| 100%   |                  |              |          |
| 75%  |                  |              |          |
| 50%  |                  |              |          |
| 25%  |                  |              |          |
|  |                  |              |          |
|  | Freestanding ESL |              |          |
| 100%   |                  |              |          |
| 75%  |                  |              |          |
| 50%  |                  |              |          |
| 25%  |                  |              |          |
|  |                  |              |          |
| TIME   | BEGINNERS        | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. |                  |              |          |

## B. Programming and Scheduling Information--Continued

9. 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.

We target newcomers who are at the beginning level of English proficiency for intervention in ELA, Math and the content areas. One way we do this is by through peer tutoring. Newcomers are paired with students who speak their language and that are either proficient or advance in English. This is done in all subject areas.

Newcomers also attend the title III program. Like the regular population, they participate in the after school program, where they get additional help with reading, and writing. They also receive homework help. The classroom teachers make input comprehensible in all subjects by scaffolding and using a variety of tools such as graphic organizers, sentence starters, pictures, gestures and realia. Intermediate and advance students who are not making sufficient progress are also targeted for intervention. These students receive AIS, attend the title III program, and are given priority in test preparation or Saturday academy. Our goal is to help these struggling ELLs learn to apply and use comprehension and decoding strategies as the read across the curriculum. As ELLs at our school reach proficiency by passing the NYSESLAT they continue to receive extra attention to ensure academic success.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

An analysis of the NYSESLAT for this year indicates that a high percentage of our Ls did not made progress on the Listening/Speaking strand. This was in sharp contrast to previous years when the data had consistently showed good progress from year to year. We think that this could be due to the changes make to the NYSESLAT. An analysis of performance data on the New York State tests in ELA and math was done to determine the needs of our ELLs' in these areas. This past year, the majority of our ELLs' scored a two on the state ELA and math. We believe that with additional support in the math content area, all our students will be able to meet standards. Therefore, more support in the language of mathematics, including word problem strategies and math vocabulary will be provided.

11. What new programs or improvements will be considered for the upcoming school year?

For the upcoming year we hope to embed more cultural activities to involve ELL and their parents.

12. What programs/services for ELLs will be discontinued and why?

No programs for ELLs will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The required services support and resources at P.S. 91 correspond to students' ages and grades. Students are service in age appropriate groups with resources appropriate for their grade and age. Early childhood students (K-3) are grouped together based on proficiency levels. Among the resources used with these students are "On our way to English" and Pearson's Sails literacy series. These resources are used as part as our balanced literacy approach. In addition, Starfall, a web based resource is used with these students. Fourth and fifth grade are also grouped by proficiency levels. Resources used with these students include the Rigby literacy series and BrainPOP ESL. These resources are leveled and grade appropriate. They help our ELLs develop reading and writing skills.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Our school does not offer any language electives.

18. What language electives are offered to ELLs?

Our school does not offer any language electives.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here: N/A

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

2. Staff are provided sustainable professional development in the area of standard based instruction. The standards are incorporated to expose students to scaffold their learning outcomes to gain greater academic success. We would regularly articulate with the classroom teachers to monitor ELL's progress and provide the academic support necessary to help the students better transition into the middle school. Lunch and Learns are scheduled through out the course of the school year. We are plan to use the NYC DOE Educators Resources to show teachers the following videos: Common Core Framework for ELLs, Teaching Common Core-aligned Math to ELLs, and Challenges and Opportunities in the English Language Arts Common Core Standards.

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

In order to assist ELLs as they transition from elementary to middle school, our Guidance Counselor does workshops on what students can expect when they go to Middle School, and during the months of May and June the curriculum taught to all graduating students, including ELLs, focuses on ELA and Math Standards that students will have to master in the 6<sup>th</sup> grade.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Parent orientation is offered at the beginning of the school year by the PTA. All parents are asked to participate in the Parent Teacher Association. During the monthly meeting all parents are given an opportunity to speak and voice their concerns. In addition, Coffee Principal is another forum to involve the parents of English Language Learners. Staff who are bilingual are available during these sessions to provide language assistance. The Center for Integrated Teacher Education provides a venue for educating parents around the city-wide expectations as well the CCLS. In supporting the parent involvement effort, the parent coordinator will be in constant communication with all parents. Through the outreach, the PC will schedule workshops designed specifically for parents of ELLs. Such workshops include instruction for certified learning leaders, nutrition courses, technology, parenting classes, updated materials focused on the various school curricula, articulation to Middle School, and assessments and a host of other workshops.. Parent of ELL students receive school related materials in English and in other languages.
  2. The Gary Klinsky after school program is a non profit organization that provides afterschool support to students which supports and provide services to the ELL parents.
  3. The needs of parents are evaluated by yearly NYC school survey, parental referral form , Parent Survey / Program Selection Form and the Home Language Identification Survey.
  4. Parental involvement activities are determine based on completed surveys and feedback from meetings, workshops and conferences. Parental involvement activities address the needs of the parents in several ways. Some ways are through attendance at parent conferences, workshops, PTA meetings and discussion. Parents are also volunteers in the class and in the lunchroom. .

## E. 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.

## Part VI: LAP Assurances

**School Name: The Albany Avenue School**

**School DBN: 17K091**

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

| Name (PRINT)       | Title                | Signature | Date (mm/dd/yy) |
|--------------------|----------------------|-----------|-----------------|
| Ms. Tessa Alleyne  | Principal            |           | 10/18/13        |
| Mr. William Cooper | Assistant Principal  |           | 10/18/13        |
| Ms. Jo-Ann Lee     | Parent Coordinator   |           | 10/18/13        |
| Mr. R. Pusey       | ESL Teacher          |           | 10/18/13        |
| Ms. McCubbin       | Parent               |           | 10/18/13        |
| Ms. M. Sanders     | Teacher/Subject Area |           | 10/18/13        |
|                    | Teacher/Subject Area |           | 1/1/01          |
| Ms. D. Farley      | Coach                |           | 10/18/13        |
|                    | Coach                |           | 1/1/01          |
| Ms. Z. Merl        | Guidance Counselor   |           | 10/18/13        |
|                    | Network Leader       |           | 1/1/01          |
|                    | Other                |           | 1/1/01          |

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 17K091 School Name: The Albany Avenue School

Cluster: 4 Network: 401

**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**

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

During registration, an assigned pedagogue meets with the parents of prospective students to identify the student's home language using the HILS form. Parents also obtain a Parent Handbook that outline PS 91s policies and procedures, a survey, from the Parent Coordinator, in which parents identified their language of choice for meetings and memos, a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services, in their language. Additionally, signs are displayed in the main office, in each of the covered languages, or most prominent covered languages, welcoming parents, and indicating the availability of interpretation services. Translations will be provided in the manner as follows: 1. Software will be purchased that can translate all languages from English when materials are sent home that the parents need to be able to read. Professional translators will be hired to provide translation services at all workshops when necessary.

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

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

## Part B: Strategies and Activities

---

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

In order to provide written translation services to our non-English speaking parents, we utilize the services of the NYC DOE Translation Unit and teachers in our school. In order for the documents to be ready, the school has to submit them at least a week in advance. For Spanish translation, we usually use our ESL teacher to translate the letters being sent home.

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

In order to provide oral interpretation services to our non-English speaking parents, we hire translators (outside contractors) to attend our workshops and meetings. Whenever this is not possible, we ask a staff member or parent to volunteer to translate for our non-English speaking parents. At parent-teacher conferences, we have available a phone translation system. We have dedicated rooms that the teachers use to contact a translator.

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

The regulations are posted at our entrance. Parents can also access them in our parent room. We have also posted information pertaining to Section VII of Chancellor's Regulations A-663 on our school webpage for parent to view.

## 2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

| Part A: School Information   |             |
|--|-------------|
| Name of School: K091   | DBN: 17K091 |
| This school is (check one):  |             |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:  |
| Total # of ELLs to be served: 20  |
| 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<br><input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 1  |
| # of certified ESL/Bilingual teachers: 1  |
| # of content area teachers: 0   |

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P. S. 91 utilizes a push in/pullout model to facilitate the needs of ELL students. Currently, we service 43 ELL students in grades K-5. The students are placed in groups according to their performance on NYSESLAT assessment and receive the required hours of weekly ESL instruction. The beginning and intermediate level students receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of ESL instruction a week. Strategies used to provide ESL instruction include but are not limited to all of the components of the balanced literacy approach (read alouds, guided and shared reading) and the use of visual aids/charts and music.

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

Our proposed supplemental instructional program for Title III will service students using ESL learning standards, CCLS and small group instruction. This program will target the needs of the ELL students in grades 1-5. This instructional after school program will run for approximately 25 weeks beginning on December 1st, 2013- April 30, 2013 (After school - Monday, Tuesdays and Wednesday from 3:15 p.m. – 5:15 p.m. for 15-20 students each day. Fifteen students from grades 3-5 have accepted placement in these programs. Through this instructional program, we can tutor the ELL students from grades 1-5 who have accepted placement. A Licensed ESL teacher will provide instruction. During these sessions, the teacher will incorporate the balanced literacy approach through workshop model teaching. Students will use a variety of trade books, both fiction and non fiction. Students will have a variety of resources such as dictionaries both in English and their own languages, NYSESLAT preparation materials, computers and listening centers to help facilitate student learning. Some of the materials that will be used are glossaries, test preparation materials namely, "Preparing Students for the NYSESLAT", Empire State NYSESLAT ESL/ELL and the New York State Coach in Math and ELA designed for the ELL students.

### Part C: Professional Development

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

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

Begin description here: The ESL teacher and other classroom teachers servicing ELL students need to understand how to plan and differentiate instruction to meet the needs of the students. Center for Integrated Teacher Education (CITE) is contracted to provide professional development for staff servicing the ELL students. On December 13th 2013, staff will have their first 90 -minutes workshop. At this workshop, staff members will receive information on " Working With English Language Learners" Staff will learn an approach to meet the needs of the ELLs. Topics usch as language acquisition, vocabulary development, scaffolding, use of graphic organizer and Sheltered Instruction Observation Protocol (SIOP) will be presented to the teachers in order to facilitate instruction in the content areas

On March 20th , 2013 CITE will also provide a 90 minutes workshop " The differentiated Classroom". A clear description of "Differentiation" will be offered accompanied by differentiation strategies teachers csn implement to meet the individual needs of the students. Effective planning will also be addressed.

### Part D: Parental Engagement Activities

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

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

Begin description here:

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

The Center for Integrated Teacher Education (CITE) will provide 2 - 90 minutes workshops for parents - one in the morning an done in the evening. On December 11th, 2013 the first worshop will be held in the morning around the topic "Helping Your Child Succeed in School/Improving study skills. This workshop would let parents know that 'school' as parents know it, has changed dramatically over the years. Core curriculum standards, high stakes test, and accountability have posed new challenges for parents, teachers and students. During the workshop, parents will be given concrete strategies they can use to help their child succed in school. The concept of improving study skills, especially for the ELLs,

**Part D: Parental Engagement Activities**

will be included in this session.

On March 20th, 2013 at 5:30 in the evening another 90 minute workshop will be provided around " Understanding the State Testing Programs- including the NYSESLAT. The NYS testing programs can be overwhelming for parents and students. This workshop is designed to provide a description of the NYSESLAT test. Parents will be given an overview of the purpose of testing, how the results are used and the actual schedule. Parents will be afforded a sample copy, sections of the rest and they can support their children to be successful at the examinations.

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

**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<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul> |                 |   |
| Purchased services  |                 |   |

**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. |
|---|-----------------|---|
| <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>  |                 |   |
| Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul> |                 |   |
| Educational Software (Object Code 199)  |                 |   |
| Travel  |                 |   |
| Other   |                 |   |
| <b>TOTAL</b>  |                 |   |