



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 91Q
DBN (i.e. 01M001): 24Q091
Principal: VICTORIA CATALANO
Principal Email: VCATALA@SCHOOLS.NYC.GOV
Superintendent: MRS. CHAN
Network Leader: DIANE FOLEY

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
Victoria Catalano	*Principal or Designee	
Rebecca Murphy	*UFT Chapter Leader or Designee	
Rosa Malone	*PA/PTA President or Designated Co-President	
Mae Ann Stolberg	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Alane Caridi	Member/ Teacher	
Diane Busch	Member/ Teacher	
Kristina McAllister	Member/ Teacher	
Arlene Lomastro	Member/ Para Professional	
Jacklyn Rosa	Member/ Parent	
Lori DeMeloitz	Member/ Parent	
Lisa Martino	Member/ Parent	
Lisbeth Torres	Member/ Parent	
	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- 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.
- 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 CEP 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 CEP before it is approved.

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

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, student performance will increase by 10% to a level 3 or 4 on the NYS ELA.

Comprehensive Needs Assessment

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

This goal is based upon a review of our student performance on school based assessments, interim assessments and student work during the 2012-13 school year. The identified areas of need within the results on instructional assessments and the alignment to the Common Core Learning Standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. To implement the Common Core Learning Standards in literacy with an emphasis on evidence in argument.
2. To implement a literacy curriculum aligned to the CCLS.
3. Increased use of academic language.
4. Data meetings to identify trends and drive instruction.
5. Guided Reading
6. Emphasis on close reading.
7. Use of smart boards and multimedia to engage our students.
8. Computer based programs, (Raz-Kids, Simon Sound it out, Reading Eggs.com -for struggling readers to move them to the next level in school and at home, Imagine Learning English for ELL's.)
9. Listening centers with books on tape.
10. Both formal and informal observations by supervisors.
11. Individual professional development based on the Danielson Rubric provided by administrators to improve teacher performance through feedback on observations.
12. Analysis of performance tasks aligned to CCLS rubrics.

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

1. Principal, Assistant Principals attend professional development as provided by the Network.
2. Teacher teams participate in professional development opportunities on CCLS.
3. Teacher teams meet during Thursday Think Tanks to analyze gaps between what students know and the expectations of the CCLS tasks.
4. Select teachers attend CFN professional development sessions to support the implementation of CCLS.
5. Select teachers turn-key information to staff.
6. Computer based ELL program.
7. Based on analysis of student work, identify aspects of teacher practice to address student gaps in knowledge.
8. Instructional Cabinet meets monthly to discuss and coordinate curriculum decisions.

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

1. Instructional Cabinet meets monthly to share best practices.
2. Progress monitoring of running records to measure student growth based on Teachers College Reading benchmark levels.
3. Student and class analysis of performance tasks aligned to CCLS rubrics.
4. Teachers meet regularly with administration to identify trends and develop plans to support student needs.
5. Inter-visitation to observe best practices.

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

1. October 2013 through June 2014

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

1. Teachers address gaps of the ReadyGen Program with supplemental materials to support instruction.
2. After School Fall Academy for level 1 students in grade four and five.
3. Saturday Academy for level 1 students in grade one.
4. Saturday Academy for grade three, four and five students to support instruction in ELA.
5. Morning program for grades one through five to support the needs of our ELLs.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parent workshops to inform them of the resources available to them through ARIS.
2. Workshop on how to prepare for the State ELA.
3. Workshop on homework help.
4. Ongoing parent orientation meeting for ELL's.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, student performance will increase by 10% to a level 3 or 4 on the NYS Math assessment.

Comprehensive Needs Assessment

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

This goal is based upon a review of student performance on school based assessments, interim assessments and student work during the 2012-13 school year. The identified areas of need within the results on instructional assessments and the alignment to the Common Core Learning Standards.

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

1. Grade level Think Tank teams meet to assess, analyze and teach based on student needs.
2. Pre and post assessment to determine instructional focus.
3. Small group instruction.
4. Baseline and benchmarks for Mathematics reviewed to establish patterns and trends to lead to timely interventions.
5. Both formal and informal observations by supervisors.
6. Teacher review of performance indicators to determine teacher needs in Mathematical instruction.
7. Formal and informal observations by administration during Math instruction.
8. Individual professional development based on the Danielson Rubric provided by administrators to improve teacher performance through feedback on observations.

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

1. Principal, Assistant Principals attend professional development as provided by the Network.
2. Teams of teachers participate in professional development opportunities on CCLS.
3. Teams of teachers meet during Think Tank to analyze the Common Core Standards, analyze gaps between what students know and the expectations of the CCLS task.
4. Select teachers attend CFN professional development sessions to support the implementation of CCLS.
5. Select teachers turn-key professional development on CCLS to staff.
6. Computer based Mathematics program.
7. Instructional Cabinet meets monthly to discuss and coordinate curriculum decisions.

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

1. Grade leaders meet monthly to share best practices.
2. Data meetings with the Principal to analyze student work.
3. Teachers use supplemental materials to support Mathematical instruction.
4. Teachers meet regularly with administration to identify trends and develop plans to support student needs.
5. Inter-visitation to observe best practices.

4. Timeline for implementation and completion including start and end dates

1. October 2013 through June 2014

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

1. Teachers address gaps of the Go Math Program with supplemental materials to support instruction.
2. After School Fall Academy for level 1 students in grade four and five.
3. Saturday Academy for grade three, four and five students to support instruction in Math.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parent workshops to inform them on the resources available to them through ARIS.
2. Workshop on for parents of upper grade students on how to prepare for the State Math assessment.
3. Parental workshop on the Common Core Learning Standards during PTA conferences.
4. Morning program for grades one through five to support the needs of our ELLs

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, there will be a 10% increase in early grade progress based on performance on the NYS ELA.

Comprehensive Needs Assessment

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

This goal is based upon a review of our student performance on school based assessments, interim assessments and student work during the 2012-13 school year. The identified areas of need within the results on instructional assessments and the alignment to the Common Core Learning Standards.

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

- 1 To implement the Common Core Learning Standards in literacy with an emphasis on evidence in argument.
- 2 To implement a literacy curriculum aligned to the CCLS.
- 3 Increased use of academic language.
- 4 Enhance and implement phonics program.
- 5 Data meetings to identify trends and drive instruction.
- 6 Early intervention to address academic issues.
- 7 Emphasis on close reading.
- 8 Guided Reading
- 9 Enhance writing instruction through modeled practice.
- 10 Both formal and informal observations by supervisors.
- 11 Individual professional development based on the Danielson Rubric provided by administrators to improve teacher performance through feedback on observations.
- 12 2nd grade skill and strategy sessions to familiarize students with the rigor of the upcoming assessments.
- 13 Kindergarten streaming program to homogeneously group our students as per needs and enrichment.
- 14 Use of smart boards and multimedia to engage our students.
- 15 Computer based programs, (Raz-Kids, Simon Sound it out, Reading Eggs.com -for struggling readers to move them to the next level in school and at home, Imagine Learning English for ELL's.)

- 16 Listening centers with books on tape.
- 17 Analysis of performance tasks aligned to CCLS rubrics.

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

- 1. Principal, Assistant Principals attend professional development as provided by the Network.
- 2. Teacher teams participate in professional development opportunities on CCLS.
- 3. Teacher teams meet during Thursday Think Tanks to analyze gaps between what students know and the expectations of the CCLS tasks.
- 4. Select teachers attend CFN professional development sessions to support the implementation of CCLS.
- 5. Select teachers turn-key information to staff.
- 6. Computer based ELL program.
- 7. Based on analysis of student work, identify aspects of teacher practice to address student gaps in knowledge.
- 8. Instructional Cabinet meets monthly to discuss and coordinate curriculum decisions

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

- 1. Instructional cabinet meets monthly to share best practices.
- 2. Progress monitoring of running records to measure student growth based on Teachers College Reading benchmark levels.
- 3. Student and class analysis of performance tasks aligned to CCLS rubrics.
- 4. Teachers meet regularly with administration to identify trends and develop plans to support student needs.
- 5. Inter-visitation to observe best practices.

4. Timeline for implementation and completion including start and end dates

- 1. October 2013 through June 2014

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

- 1. Teachers address gaps of the ReadyGen Program with supplemental materials to support instruction..
- 2. Saturday Academy for level 1 students in grade one.
- 3. Morning program to support the needs of our ELLs.
- 4. Extended day 2nd grade Reading and Math Clinic.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 1. Parent workshops to inform them of the resources available to them through ARIS.
- 2. Workshop on how to prepare for the State ELA.
- 3. Workshop on homework help.
- 4. Ongoing parent orientation meeting for ELL's.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

6.
2. Key personnel and other resources used to implement each strategy/activity
1.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
4. Timeline for implementation and completion including start and end dates
1.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**

6.
Key personnel and other resources used to implement each strategy/activity
1.
Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
Timeline for implementation and completion including start and end dates
1.
Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						



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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Balanced literacy approach (guided reading, shared reading, etc.)	Small group	During the day/extended day
	Teaching Basic Writing Skills	Small group	During the day
	Sitton Spelling	Small group	During the day
	Simon Sound It Out	One-to-one	During the day
	Foundations	Small group	During the day/extended day
	Wilson Reading Program	Small group	During the day/extended day
	Imagine Learning English	One-to-one/small group	Before school/during the day/extended day
	LLI	Small group	During the day/extended day
	Saturday Academy	Small group	Saturday
	After School Fall Academy	Small group	After School
	Listening centers	One-to-one/small group	During the day/extended day
	Raz-Kids	One-to-one	During the day/extended day
Sadlier Oxford Grammar Workshop	Small Group	During the day	
Mathematics	Go Math	Small group/one-to-one	Extended day
	Math games and manipulatives	Small group	Extended day
	IXL computer based Mathematics program	One-to-one/small group	During the day/extended day/at home
	After School Fall Academy	Small group	After school
Science	Hands on realia	Small group	During the day
	Language Experience Approach	Small group	During the day
	Cooperative learning projects	Small group	During the day
Social Studies	Hands on realia	Small group	During the day

	Language Experience Approach	Small group	During the day
	Cooperative learning projects	Small group	During the day
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Group counseling	small group	during the day
	One on one counseling	one-to-one	during the day
	On a needs basis	one-to-one	during the day/extended day

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

- A. All elements of the *All Title I Schools* section must be completed*.
- 4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 5. Targeted Assistance (TA) Schools must also complete the *TAS 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
<ul style="list-style-type: none"> • All teachers at PS 91Q are highly qualified. • In collaboration with St. Josephs College, our highly qualified teachers model and share effective teaching strategies for curriculum and management. • Teachers are given assignments based on the educational background and license. • Highly qualified teachers are identified based on school data and invite others to observe effective educational strategies. • The Principal and Assistant Principals attend network meetings to share with staff. • Select teachers attend network meeting to turnkey to the staff.

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).
<ul style="list-style-type: none"> • Individual professional development based on the Danielson Rubric provided by administrators to improve teacher performance through feedback on observations. • Professional development turn-keyed by various staff members to support the implementation of the CCLS. • A series of workshops dedicated to supporting teachers of ELLs students. • Both in house and outside PD consultants provide instructional support in technology for our staff.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • Galaxy set asides for students in temporary housing.

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.).
<ul style="list-style-type: none"> • Kindergarten orientation provided for parents of incoming Kindergarten children. • Screening of incoming Kindergarten students for more heterogeneous grouping. • The sharing of records between Pre- Kindergarten and Kindergarten teachers. • Intervisitations given to Pre- Kindergarten students to familiarize themselves with PS 91. • Articulation between Pre- Kindergarten and Kindergarten teachers.

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.
<ul style="list-style-type: none"> • Periodic assessments for upper grade students are determined by an instructional team. • School wide decision to administer a beginning, middle and end of the year math assessment. • Administration of reading level benchmarks determined by an instructional team. • ELL Periodic Assessments administered twice a year determined by teacher teams. • Selection of appropriate assessment for NYSSA students determined by special needs teachers.

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



P.S. 91, Queens

The Richard Arkwright Elementary School

68-10 Central Avenue

Queens, NY 11385

(718) 821-6880

FAX (718) 386-0216

"Hand in Hand We Learn"

Principal

Victoria Catalano

Assistant Principals

Penny Psahos

David Berkowitz

School Parent Involvement Policy

I. General Expectations

P.S. 91Q agrees to implement the following statutory requirements:

- The school has implemented programs, activities and procedures for the involvement of parents, consistent with section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents.

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 111 8(a)(2) of the ESEA,-and-includes, as a component, a school-parent compact consistent with section 111 8(a)(2) of the ESEA.
- The school is incorporating this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent that, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement are spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - That parents play an integral role in assisting their child's learning; | in section 1118 of the ESEA.
 - That parents are encouraged to be actively involved in their child's education;
 - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy

Components

1. **P.S. 91Q takes the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:**
 - Periodic Parent Workshops
 - PS 91 website
 - ESL Workshops
 - Workshop on for parents of upper grade students on how to prepare for the State Math assessment.
 - Workshop on the Common Core Learning Standards during PTA conferences.

- Workshop on Raz-Kids
- Saturday classes
- Test preparation
- Health issues
- Building reading skills
- Parent-Teacher Conferences
- ELL parent orientation meetings.
- Parent Coordinator works closely with parents and helps them understand school policies.
- The Administration provides parent surveys for parental feedback.
- The Administration works closely with parents and offers a variety of activities that foster parent participation in the school.

2. **P.S. 91Q takes the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:**

- Keep parents informed of all school activities.
- Keep records of attendance of all meetings, parent-teacher conferences and workshops for parents.
- Evaluate the effectiveness of parent workshops given by the Parent Coordinator.
- Translation of documents into parents' home languages.
- Encourage staff to participate in school activities held after school.

3. **P.S. 91Q provides the following necessary technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:**

- Computer workshops on ARIS.
- Provide orientation on health issues that allow parents to communicate with the school nurse

and discuss the needs of their children.

- The IEP Team informs and advises parents on the appropriate environment for their child.
- All staff members provide a welcoming environment for parents in an effort to maintain a positive relationship with the school community.

4. **P.S. 91Q coordinates and integrates Title I parental involvement strategies with parental involvement strategies under the following other programs: Learning Leaders and parent volunteers:**

- Parent volunteers support the school during various school-wide activities

5. **P.S. 91Q will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.**

- Parent survey will help us determine the changes that need to be made in order to increase parental involvement.
- The Administration communicates with parents via a monthly newsletter.
- Teachers communicate with parents through monthly newsletters and student goal letters.
- PS 91 website to inform parents of ongoing activities.

6. **P.S. 91Q is committed to building strong parental involvement to improve student academic achievement through the following activities specifically described below:**

a. The school facilitates the parental understanding of the following topics:

- The CCLS
- The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators by providing ongoing assessments, monitoring every child's progress and using assessments to scaffold lesson and differentiate instruction.

b. The school provides materials and training to assist parents as they support their children's academic achievement.

c. The school community and parents will work as equal partners to foster student

achievement.

d. The school will coordinate and integrate the parental involvement programs ARIS for parents, Raz-Kids and IXL Math program to address literacy, math and content area instruction.

e. The school takes the following actions to ensure that information is sent to parents in an understandable and uniform format, including alternative formats upon request.

The Parent Coordinator will conduct ongoing meetings with parents that will address a variety of school Topics.

f. Adoption of the Mayors Initiative on Improving Attendance.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- Training parents to enhance the involvement of other parents.
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting phone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- Adopting and implementing model approaches to improving parental involvement.
- Developing appropriate roles for community-based organizations and businesses, in parental involvement activities.
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.
- Involve parents in all school trips and school plays.
- Have parents communicate to other parents the importance of parental and school involvement.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by a parent's needs assessment survey.

This policy was adopted by P.S. 91Q and will be in effect for the period of September

2013 - June 2014. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 29, 2013.

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



P.S. 91, Queens

The Richard Arkwright Elementary School

68-10 Central Avenue

Queens, NY 11385

(718) 821-6880

FAX (718) 386-0216

"Hand in Hand We Learn"

Principal

Victoria Catalano

Assistant Principals

Penny Psahos

David Berkowitz

School-Parent Compact

P.S. 91Q and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the rigorous standards as set forth by the Common Core Learning Standards. This school-parent compact is in effect during school year 2013-14.

Required School-Parent Compact Provisions

School Responsibilities

PS 91Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the Common Core Learning Standards as follows: Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the State's student academic achievement standards by providing staff development to all staff and hiring highly-qualified teachers.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall of 2013 and spring of 2014.
3. Provide parents with frequent reports on their children's progress. Specifically, the school provides reports as follows: Report Cards are distributed to parents in November, March and June. Student reading level results distributed five times a year.
4. Provide parents reasonable access to staff. Specifically, staff is available for consultation with parents as follows: Meet the Teacher in the fall of 2013, Parent-Teacher Conferences in the fall of 2013 and the spring of 2014 and parent conferences during teacher preparation periods. All teachers are available via email on the PS 91 school website.
5. Provide parents opportunities to participate in their child's class and to observe classroom activities as follows: Open School Week, content specific celebrations.
6. Involve parents in decision making regarding resources needed for the school.
7. Involve parents through the SLT in the joint development of any School wide Program plan (for SWP schools) in an organized, ongoing and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs and to explain the Title I, Part A requirements and the rights of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to maximize parent involvement. All parents of children participating in Title I, Part A programs (participating students) and will be encouraged to attend.
9. Provide information to parents of participating students in an understandable and uniform format,

including alternative formats upon the request of parents with disabilities and translated in a language those parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions.
12. Provide to each parent an individual student report about the performance of their child on the State assessments.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the Common Core Learning Standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Obey school policy
- Wear my uniform every day to school.
- Follow the discipline code.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

9. _____

**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 24	Borough Queens	School Number 091
School Name The Richard Arkwright School		

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 Victoria Catalano	Assistant Principal Penny Psahos
Coach Gerda Radske	Coach David Berkowitz/AP
ESL Teacher Jonathan Silverman	Guidance Counselor Frank Sciarratta
Teacher/Subject Area Lisa McNally/Reading	Parent type here
Teacher/Subject Area Jadwiga Stachura/ESL	Parent Coordinator Veronica Feliciano
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	802	Total number of ELLs	60	ELLs as share of total student population (%)	7.48%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	1	1	1	1	1								6
Push-In	0	1	0	1	1	1								4
Total	1	2	1	2	2	2	0	10						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	54	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	54	0	7	6	0	1	0	0	0	60
Total	54	0	7	6	0	1	0	0	0	60

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE 0	0	0	0	0	0	0								0
SELECT ONE														0
SELECT ONE														0
TOTAL	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	0	0	0	0	0	0	0	0	0	0	0							0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	5	3	5	6	1								26
Chinese														0
Russian														0
Bengali														0
Urdu		1												1
Arabic	1	4	6	1	2	3								17
Haitian														0
French														0
Korean														0
Punjabi														0
Polish			1											1
Albanian			1		1									2
Other	2	4	3	1		3								13
TOTAL	9	14	14	7	9	7	0	0	0	0	0	0	0	60

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)	7	7	3	3	4	1								25

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)	4	3	3	1	2	1								14
Advanced (A)	3	4	1	5	0	10								23
Total	14	14	7	9	6	12	0	0	0	0	0	0	0	62

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	2	2	0	0	!Und
4	3	0	0	0	
5	10	0	0	0	
6					
7					
8					
NYSAA Bilingual (SWD)					

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		1		0		
8									
NYSAA Bilingual (SWD)									

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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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.

P.S. 91 uses the TCRWP student profile assessment and Fountas and Pinnell running records in grades K-2 to assess our ELL students. In grades 3-5 we use the Fountas and Pinnell running records along with TCRWP and ELA Performance Assessment and Baseline Math Assessments to assess our ELL students. Our analysis has shown that nearly 100% of our ELL's read one or two grades below their current reading level as measured by the Fountas and Pinnell running records. The lower reading levels have been attributed to our large ELL special needs population along with the nature of ELL students picking up the new language. Our running records drive instruction by helping us form targeted reading groups for both individual and small group instruction and guided reading. In addition, many of our ELL's receive AIS services to help them with their academic progress. We also formed an RTI team to address the needs of our ELL population. TCRWP student profile assessment results are not available yet, but will be updated as they become available.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
After a careful review of the data we have found that overall we have 40% of our students performing at a beginner level on the NYSESLAT, 23% at an intermediate level and 37% at an advanced level. The data shows that our ELLs have continued to make adequate yearly progress on the NYSESLAT exam.
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 [AMAQ tool](#))

Paste response to question here:

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. We studied the patterns across proficiencies and grades. Our Special Education students consistently perform at a lower level than our general education students in the content area tests. Most students scored 1 on the Math assessment. On the 4th grade Science most students scored levels 1 and 2 and 3. Special Education students usually scored on level 1 and 2. We found that the students who are able to take the content area tests in their native language tend to do better than if they had taken the test in English.

b. The results of the ELL Periodic Assessments are used at PS 91 as one of the driving factors for classroom instruction. The results indicate weaknesses and strengths of individual students. Lessons are geared to work with students who are having difficulty in certain skill areas.

c. PS 91 has learned that our ELLs tend to be weaker in their Reading/Writing modalities. Some of the newcomers have had difficulty with the Listening modality. Classroom teachers supplement their libraries with laptop computers with Imagine Learning English which supports the students as per the child's individual needs in their native language or English to help their ELL students to better grasp the English Language. Instruction is geared to help promote the acquisition of content and tier 2 level vocabulary. Children are often paired up with other students who speak their native language in class to act as their own personal translators.

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](#).)

PS 91 assesses our ELLs reading levels through Fontas and Pinell and writing through language structure analysis to determine ELL's needs (Christna Celic, "English Language Learners Day by Day K-6"). ELL students in need of RtI are afforded all opportunities to participate in morning, after school and Saturday programs to improve their English skills. Additionally, PS 91 takes advantage of available computer programs for English Language Learners such as Imagine Learning English. This programs adapts to the individual needs of our ELLs and designs appropriate instruction through interactive reading, visual support, native language support and listening.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Second language proficiency is determined by analyzing language proficiency assessments. This analysis is used to plan appropriate instruction to meet the needs of our ELL students. Ongoing assessments help to adjust instructional decisions.
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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success in our ELL program can be measured by how well the students assimilate into an English speaking classroom. In addition, student success is quantitatively measured by Fountas and Pinnell reading levels, TCRWP student profile assessments and both periodic and standardized assessments. Our students benefit from the quality of instruction given to them. Success in ESL is measured not only by data and standardized tests but by the smiles of the children as they acquire a new found language.

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](#).)
There are many steps taken to ensure proper placement of ELL students in PS 91. Initially new admitted students are given a Home Language Identification Survey (HLIS) when they enter the school. The parents and students are given an informal interview in English by a pedagogue who has been trained in administering the HLIS and will assist them with the completion of the HLIS. A translator in their native language is provided if needed. The HLIS is reviewed by the trained ESL teachers who determine if the child qualifies for the LAB-R. If the student qualifies for the LAB-R, the student is tested within 10 days of his or her enrollment at PS 91. The LAB-R is administered by a licensed ESL teachers. If a Spanish-speaking LAB is indicated, a licenced Spanish speaking bilingual teacher will administer the test within 10 days of the students enrollment at PS 91. The LAB-R is then hand scored to determine eligibility for ESL services. ELL students are given periodic assessments during the course of the school year so teachers are better able to monitor their progress in language acquisition. At the end of the year all ELL students are given the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their eligibility and placement for the following year.
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.
PS 91 has structures in place to ensure that parents understand all three program choices available to their children. At the beginning of the school year in September parents of potential ELL students are invited via letter in their native language to an orientation meeting within 10 days of the enrollment of their child at PS 91. The meeting is conducted by our trained ESL staff and the parent coordinator. The three program options, Bilingual Education, Dual Language, and Freestanding ESL, for their children are discussed in depth, including a video and translations if needed. Upon completion of this orientation parents will fill out a survey and program selection form to indicate an informed choice of which program to place their child into. Records of parent program selection are kept by the school. When enough parents select a particular program, that program will be created at PS 91. Parents will be informed if that program becomes available by mail in their home language. Similar orientations are held during the course of the school year as dictated by new admit enrollment at PS 91.
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].)

PS 91 ensures that all entitlement letters are distributed, and that Parent Survey and Program Selection forms are returned. This is accomplished by our ESL teachers distributing the letters in the parents' native language and following up numerous times with the parents of ELL students to get the letters back from them in a timely fashion. The default program for ELLs is Transitional Bilingual Education. This program is offered to the parents. If enough parents request a TBE program one will be opened. If they do not select a TBE program, the child is placed in an available ESL class at PS 91.

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.

ELL students are placed in either bilingual, dual language or ESL instructional programs. This is accomplished by a consultation with their parents in their native language during parent orientations in their native languages. ALL programs are offered and described. The parents have the opportunity to then choose the best program for their child. The students are placed as per the availability of the program at the school and by referring to parent choices. If a program is not available at PS 91 the parent is given the option of enrolling their student in a school that offers the choice they indicated. If enough parents request Bilingual Ed., Dual Language, or Freestanding ESL, the program will be opened at the 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.

RLER and RLAT ATS reports are run prior to administering the NYSESLAT to ensure that all ELLs are accounted for. A roster of students who take the NYSESLAT is then created for all 4 modalities by the testing coordinator. The date and time each student takes each section of the NYSESLAT is accounted for on the roster to ensure that all students take all four modalities of the exam.

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. 

The trend in parent choice letters as evidenced by the program selection forms continues to be for a freestanding ESL program over the past three years. We have had 2 parents of Spanish speaking students indicate that they wanted a TBE program as their first choice. Additionally we have had 1 parent of an Arabic speaking student indicate Dual Language as their first choice. (The school monitors trends in parent choice by keeping a log of parent program choice each year. The program choices are also entered in ATS on the ELPC screen. PS 91 does not have enough students who speak the same language per grade to open up general education TBE classes or Dual Language classes. If a program is not available at PS 91 the parent is given the option of enrolling their student in a school that offers the choice they indicated. Based on the Parent Survey results the programs offered at PS 91 are very much aligned with parent requests for program placement.

Part V: ELL Programming

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])?
 - 1a. ELL instruction at PS 91 is given in two ways. We employ a combination of Push-In (Co-Teaching) and Pull-Out programs. Pull-out programs are due to the large Special Education population in our building and the spread of ELL students in different classes. The students are placed in classes as per their IEP and are spread out all over the school. The pull-out students are serviced in blocks or 45 or 90 minutes as per the days' schedule and the needs of the students. Kindergarten through second grade is mostly a pull-out program with some push-in. Grades three through five are serviced in a combination of push-in and pull-out programs.
 - 1b. The program model for ELL service is heterogeneous block.
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)?

Our staff is organized efficiently to meet the number of instructional minutes provided according to their proficiency levels in each program model. All students serviced at PS 91 meet the CR Part 154 mandates. The students are serviced as per CR Part 154 mandates (360 minutes per week for Beginning and Intermediate students and 180 minutes ESL and 180 minutes ELA for Advanced students).
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.

Content area instruction is delivered in all models at PS 91. In the Push-In/Pull-Out model instruction is delivered in English using a variety of teaching strategies. Students at P.S. 91 are continuously instructed within the core curriculum areas to meet the mandated content learning standards. The ESL teacher scaffolds the content area instruction by providing language structures in a small group setting. Some of the strategies used to accomplish this are, graphic organizers, visuals, multi media, pictures, TPR, story maps, timelines, graphs, diagrams etc. Students use a wide variety of instructional materials to assist their language development within the core curriculum. Instruction is based on the students' ability level, whether they are special education, newcomers or long term ELLs. The Ready Gen Program promotes small group work in both the verbal and written form. The model utilizes such strategies as authors chair, accountable talk, turn and talk and writing celebrations. The use of computer technology to assist the ELL students is available and will be increased each year to meet the needs of our language learners. The push-in/pull out model allows the ESL instructor to better service the ESL population in both small group and individual instruction through varied teaching strategies such as scaffolding instruction, partner stories, response groups, peer editing, maintaining journals, conferencing, read aloud, accountable talk, shared reading, as well as other strategies. ESL students are taught in the content areas through inquiry, modeling, word webs, graphic organizers, visuals and through the use of manipulatives. These are all in an effort to promote the learning of academic language in the content areas. Both the ESL teacher and the classroom teacher have a wide variety of materials to use with the children. Some of the materials used are leveled libraries with both fiction and non fiction books so children can read at the appropriate level, Imagine Learning English, Phonics,

journals, visual aids, word and phonics games, Go Math, picture dictionaries, listening centers, charts, writing folders, writing centers and a wide variety of manipulatives to be used in the content areas. All of these teaching techniques are designed to promote the learning of academic language for our ELL students so they can succeed in all areas of their education.

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

Based on the student's records and interviews with parents, we determine the amount of schooling the student has had in their home language. This, along with classroom observations, helps us to determine their level of literacy in their native language and bridge the gap between their native language and English. Ongoing assessment of native language skills does not go on throughout the year because P.S. 91 does not currently have any Bilingual classes which would constantly be evaluating the students in their native languages. There is also continuous congruence between ESL teachers and classroom teachers.

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

ELL students are constantly being evaluated through the year in all four modalities. In reading the students are given running records 4 times during the year to assess their reading levels and writing through language structure analysis to determine ELL's needs (Christna Celic, "English Language Learners Day by Day K-6"). ELL Periodic Assessments are given in the Fall and Spring. The assessments are analyzed for student performance in the four modalities. In writing the students are given Ready Gen Performance Based Assessments in each module which are all analyzed for student progress. In listening and speaking the ELL students take ELL periodic assessments along with teacher driven exams to assess their progress in listening and speaking as it relates to the NYSESLAT and classwork.

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).

PS 91 differentiates instruction for all subgroups. When a student enters PS 91 an analysis of the student's past enrollment in school is conducted.

a. If the student is determined to be SIFE (interrupted schooling), he or she is given AIS such as the Foundations Program if shown needed. SIFE students often need additional help with their basic language acquisition. We also provide the computer program, Imagine Learning English to assist them with their language acquisition. This help is provided by our fully certified ESL teachers using strategies to develop oral language and listening skills.

b. Newcomer ELLs are assessed to determine the level of performance. Appropriate teaching strategies are given to them such as TPR, partners, academic language webs and repetition to increase their English skills. To accelerate our ELL students English, they are placed on computer program, Imagine Learning English, which differentiates instruction as per the individual students needs. Content specific scaffolds for language acquisition are provided to ELL students to assist them in class and to prepare them for the ELA. The students are also given AIS to help them succeed on all standardized tests as well as the classroom.

c. Students who are here between 4-6 years are assessed for their strengths and weaknesses in the English language. Based on the data collected on them (Running Records, Interim assessments, formal and informal assessments), an appropriate educational intervention in their area or areas of weakness are provided. AIS are provided in all 4 modalities as per the need of the student.

d. Long term ELLs are reviewed by our staff and administration to determine why the student has not yet become proficient in the English Language. After analyzing data, a specific AIS plan for each individual student is created to address their academic needs.

e. ELL students who reach proficiency on the NYSESLAT are closely monitored for the next two years to see how they are performing on their own. PS 91 looks at all their data to determine if they are in need of any extra support. If the student shows some areas of weakness, AIS is provided for that student as per their need. All ELL students who have passed their NYSESLAT are still entitled to testing modifications for two more years. Upon passing the NYSESLAT, students are assessed by both formal and informal tools that classroom teachers use to determine if more academic interventions are needed.

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?

Our ESL teachers use many instructional strategies to promote the learning of academic language in the content areas for our ELL-SWD's. They use grade level materials to instruct the student. Strategies such as graphic organizers, computer based programs, word webs, Juicy work (sentence deconstruction), modeling, partner work and Ready Gen and Go Math scaffolds to help promote the understanding of grade appropriate work.

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?

Our ESL teachers push into Grade level ELL classrooms to provide the least amount of disruption to the daily schedules of our ELL's and SWD's learners. We mainstream our ELL SWD students to provide more rigorous academic instruction in the least restrictive learning environment. Students are exposed to additional strategies based on those suggested on the Engage NY website.

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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

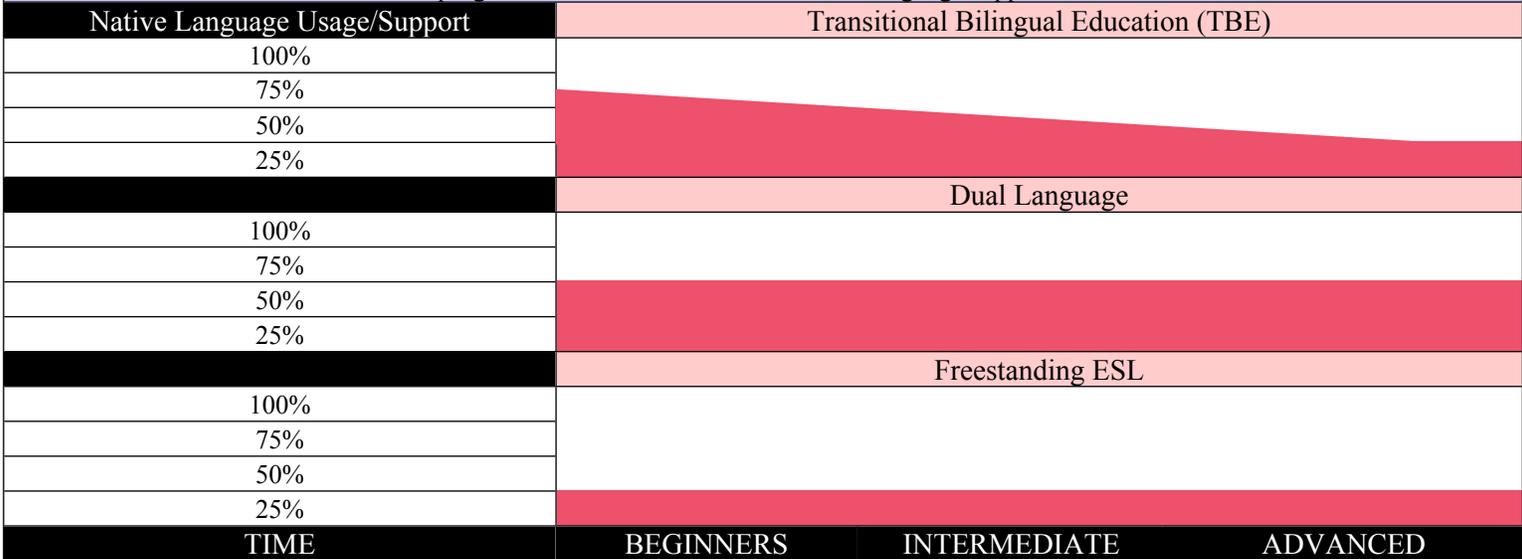
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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.

PS 91 uses many intervention programs both in and out of the classroom to better service our children who are in need of extra help. After a school wide data analysis we were able to identify the strengths and weaknesses of our students. This is done through inquiry work, analysis of conference notes, teacher observations and critical analysis of running records. We utilize The Wilson Reading Program, Engage NY, Imagine Learning English and LLI (Leveled Literacy Intervention) to help our struggling readers. We will continue to implement The Imagine Learning English Program for our ELL students this year. Ready Gen and Go Math scaffolding methods are used to help our ELL students in all content areas. It focuses on Social Studies, Science, Math and the development of content area vocabulary acquisition. Through the support of our CFN, ESL teachers have been given professional development to teach content area subjects. PS 91 uses the support materials provided in Ready Gen and Go Math. Social Studies and Science are intertwined in non fiction Reading and Writing units of study.

Ready Gen and Go Math accomplish this task by scaffolding the content area curriculum over all learning levels. For our early grades, Foundations and word study programs are also given to our ELLs who are in need of AIS. Go Math is used to help our ELLs by scaffolding its approach to learning Math. The continued focus is the learning of academic vocabulary in all content areas. All AIS is taught in English to our ESL students. Content specific scaffolds for language acquisition are provided to ELL students to assist them in class and to prepare them for the ELA. The students are also given AIS to help them succeed on all standardized tests as well as the classroom.

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

By analyzing the standard and ongoing assessments of our ELL students in all of the four modalities, we can determine that our students make consistent progress in content and language development. This progress demonstrates the effectiveness of our current program in developing both content and language.

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

This coming year there will be an augmented use of technology in the classroom for all ELL students.

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

We have discontinued pulling out students for Wilson AIS services. We found that it is more academically beneficial for the student to be serviced in Wilson within their own classroom.

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

All ELLs are entitled to come to our before school and after school programs. They are invited to these programs via letter. ELL students stay for our extended day program to get more targeted AIS in both English and Math. ELL's participate in all curricular and extracurricular programs, such as computer based programs like Imagine Learning English, Raz-Kids etc. They participate in all classroom educational instruction as well as assembly programs and trips.

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

Both the ESL teacher and the classroom teacher have a wide variety of materials to use with the children. Scaffolded instruction is provided to our ELLs to support the instructions in Ready Gen and Go Math. PS 91 uses computer based programs like Imagine Learning English program, Raz-Kids to help support our ELL's in English. Some of the other materials used are leveled libraries with both fiction and non fiction books so children can read at the appropriate level, journals, visual aids, word and phonics games, graphic organizers, computer based English and math programs, picture dictionaries, listening centers, charts, writing folders, writing centers and a wide variety of manipulatives to be used in the content areas. Both the classroom teacher and the ESL teacher utilize these strategies on a daily basis to help assess student's needs and the products that they produce.

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

In our ELL and regular classrooms NLA is supported through the use of the Imagine Learning English computer program and its native language support which this program provides. Some native language books, glossaries, dictionaries and access to the internet help students acquire content area knowledge in our classrooms. Whenever possible, our students are paired with other

speakers of their native language to act as translators. Our school is very culturally diverse and celebrates all our student's cultures. PS 91 currently does not have any TBE or Dual Language programs.

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

All required services do support, and resources correspond to ELL's ages and grade levels.

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.

Parents are given a tour of PS 91 prior to enrollment of their child to familiarize themselves with the school, classes available and our school policies. Our parent coordinator meets with them to discuss any concerns they might have. We inform parents of our school website which has a translation function on it. Letters sent home are posted on this website and can be translated with the click of a button. Parents of new ELLs are given an ELL orientation whenever they arrive during the school year. Students are afforded the opportunity to take part in all morning and after school programs that PS 91 offers.

18. What language electives are offered to ELLs?

PS 91 does not offer language electives to our students.

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)?

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. The PD's will include teaching strategies, demonstrations, and ESL information crucial to educators. Support is provided by network experts, ESL staff developers and the sharing of best practices among colleagues who teach ELLs. Outside ELL PD's are shared among teachers of ELLs.

2. Teachers of ELLs participate in numerous professional development opportunities including those offered by OELL and our regional support personnel and the sharing of in house expertise. All PD opportunities help our ELL teachers better prepare our students to meet the CCLS.

3. Our staff receives support to assist ELLs in their smooth transition to middle school. Such support includes parent teacher conferences, interpretation of records and middle school requirements and articulation among teachers of elementary and middle schools.

4. Our ESL professional development is geared to help the staff help ELL (LEP) students to achieve the Common Core and NYS ESL standards in both ELA and math. The staff including the Principal, Assistant Principals, Paraprofessionals, Guidance Counselors, Parent Coordinator as well as all teachers and related service providers who work with ELL students will receive five 60-minute ESL workshops. ESL specialists both in house and outside providers will give these workshops. It will also focus on how to prepare our staff to help ELL students in Grades K-5 to meet and exceed the Common Core and NYS ESL learning and performance standards and achieve higher scores on all city and state assessments. In addition, professional development is also given during the ten 50 minute grade conferences on strategies for teaching ELL's. We will also have staff development on ELL strategies during our professional development days during the year. Staff members are also made aware of all ELL professional development opportunities available through the OELL. We plan to implement professional development for classroom teachers to instruct them in ESL strategies and methodologies. Information regarding standardized tests is also provided. Records of PD's are maintained in a binder in the Principal's office.

Some additional workshops provided are:

- November 60 minute ESL workshop on strategies for ELL instruction on aligning ESL with core curriculum instruction.
- December 60 minute ESL workshop on the four modalities of the NYSESLAT
- January 60 minute ESL workshop on developing effective classroom environments for the ESL for Beginning and

Newcomer

ESL students.

- February 60 minute ESL workshop on strategies for preparing for the NYSESLAT
- May 60 minute ESL workshop on sharing best practices and reflecting on the new NYSESLAT

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. The parents of ELL students are invited to attend Parent Orientation meetings conducted by our parent coordinator. Parent Orientation meetings are held during the year. The first is held in September. The meeting is designed to inform parents about the ESL programs that are available at P.S. 91 and around the city. Parents are given a survey and they make an informed choice as to which ELL program will be best for their child. The parents can ask questions, read about the programs and watch an informative video. A designated parent developer is at hand to assist the parents in their choice of programs. Students who are eligible for ESL are placed in an available program based on parent choice. Notification letters in various languages are sent to the parents of all ELL children. Letters in various languages are sent home to parents to invite them to attend additional workshops during the year to learn about, assessments, standards, new curriculums and how to help their child at home. Translation services are provided through our parent coordinator to meet the needs of our ELL parents. PS 91 has a website that parents can use that describes all activities that go on at school. The website provides access to administration, teachers and the parent coordinator by email. Translations are also available on our website into native languages. A needs assessment is sent out to our parents so they can pick workshops that they would like to attend. Workshops are then scheduled. This is done to meet the needs of our parents.
 2. P.S. 91 does not currently partner with other agencies or Community based organizations to provide workshops for ELL parents.
 3. PS 91 evaluates the needs of the parents by sending out parent surveys and reviewing the results of them. The needs of our parents and students are addressed in a timely fashion to help with the continuity of instruction. Parents are contacted by teachers to discuss the progress made by their children on a frequent basis. ELL parents participate in the PTA and all of the special programs that PS 91 offers after school.
 4. P.S. 91 has a full-time Parent Coordinator. Our parent coordinator works with parents on a daily basis to help them understand school issues in their native languages. By involving parents our students can better achieve academic success. Along with teachers the parent coordinator will continue to work and improve communication with the families of ELL students. She will also support our school's ESL program by planning parent involvement initiatives. Our school provides a monthly calendar of events that is sent home to parents. The calendar is also available on our Echalk website, where it can be translated into multiple languages. P.S. 91 provides translation into native languages as necessary better service our immigrant population. Translation services are provided through our parent coordinator to meet the needs of our ELL parents. A needs assessment is sent out to our parents so they can pick workshops that they would like to attend. Workshops are then scheduled. This is done to meet the needs of our parents.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: The Richard Arkwright School

School DBN: 24Q091

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Victoria Catalano	Principal		1/1/01
Penny Psahos	Assistant Principal		1/1/01
Veronica Feliciano	Parent Coordinator		1/1/01
Jonathan Silverman	ESL Teacher		1/1/01
	Parent		1/1/01
Lisa McNally	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Gerda Radske	Coach		1/1/01
	Coach		1/1/01
Frank Sciarratta	Guidance Counselor		1/1/01
	Network Leader		1/1/01
David Berkowitz	Other <u>Assistant Principal</u>		1/1/01
Jadwiga Stachura	Other <u>ESL Teacher</u>		1/1/01
	Other		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: Q24091 School Name: The Richard Arkwright School

Cluster: 2 Network: CFN 94N204

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

Part A: Needs Assessment Findings

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

The primary language of the parent is determined by the interview given during the Home Language Survey. Parents are asked on the HLIS form in what language they wish to correspond. If a language other than English is needed, an interpreter is provided by the school for all communications with the parent. Home Language Identification Surveys are retained by the ESL specialist and classroom teacher in the students cumulative file. Emergency cards are all maintained in our schools general office. Funds are available for paraprofessionals and school aides to be present for open school night so that translations can be made at teacher/parent request. PS 91 insures that all parents who do not speak English can have information adequately disseminated to them in their native language.

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.

In 2013 approximately 43% of our ELL population speaks Spanish, 28% speak Arabic, 3% speak Albanian, 2% speak Polish, 2% speak Urdu and 22% speak languages other than the ones mentioned above. Whenever necessary a written or oral translation is provided in a timely manner to them to ensure continued participation in the school community. We have a Bilingual parent coordinator to help assist in oral translations. Oral translations are provided by our multilingual staff to assist parents during parent teacher conferences as necessary. During PA meetings, meet the teacher and parent orientation meetings, it has been made known that oral translation services are available on request.

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.

PS 91 translates all important parent notifications into various languages as needed by our multi lingual school staff. All translations are done in a timely fashion so that our parent community can be adequately informed. At our Parent Information Center our Parent Coordinator provides parents with language translation via computers and pamphlets.

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

Oral translations are provided via telephone or in person to assist our immigrant population. Translations are performed by multi lingual staff members. We also use the option of providing translation via outside contractors within the DOE if necessary.

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

PS 91 translates all important parent notification into various languages as needed by our multi lingual school staff. All translations are done in a timely fashion so that our parent community can be adequately informed. Signs are posted indicating the availability of translations services as you enter the school. The Parents' Bill of Rights is distributed in various languages.

Oral translations are provided via telephone or in person to assist our immigrant population. Translations are performed by staff members with the option of being performed by an outside contractor if necessary.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 91Q	DBN: 24Q091
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 15
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S.91Q implements an ESL program (Grades K-5) in accordance with the CR Part 154. Beginning and intermediate ELL students receive 360 minutes of ESL instruction per week. Advanced ELL students receive 180 minutes of ESL instruction per week and 180 minutes of ELA instruction per week as per Part 154 regulations. There are 3 state and/or city certified ESL teachers. Students in the ESL program are taught in English

In addition to the ESL program that services mandated students during the school day, Title III also provides English Language Learners with supplemental instruction in a before school program. All ELL students received invitation letters to the Title III program. The instructional program will service ELLs in grades 2-5 who score at the beginning, intermediate and advanced levels on the NYSESLAT. The before school program will address instruction to improve literacy in the content areas. Teachers will provide supplemental instruction in alignment with the ESL and Common Core standards. We will use ESL strategies to help students meet the standards and through this achieve higher scores on the NYSESLAT and other state assessments. One class instructed by a certified Bilingual Education in conjunction with a common branch teacher will meet on Monday, Tuesday, Wednesday mornings from 7:15 to 8:00 AM starting in November running till June. Instruction will concentrate on improving literacy in content areas such as Math, Social Studies and Science. Supplemental instructional materials from Imagine Learning English will be used to augment the literacy instruction. Imagine Learning English is a computer based program that through an entrance exam places the student at his or her appropriate level based on the students grade and skill level. The program adapts to the students needs as the child progresses through the lessons. If the student requires more assistance the program will provide more scaffolds. If the student is progressing quickly, the program will advance the child at a more rapid rate. The instructors, both Bilingual and content area are well versed in the program and are able to offer assistance to the students when they run into challenges. The instructors will provide small group instruction based on the literacy data generated by the program. The purchases of the Imagine Learning English materials are to address the needs of our ELL students. This material will address such needs in literacy as phonemic and phonological awareness, decoding and word recognition, spelling, pre-reading strategies, fluency and oral reading skills, comprehension strategies and handwriting.

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

Part C: Professional Development

- name of provider

Begin description here:

Title III Professional Development will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching English Language Learners and the implementation of the Imagine Learning English Program. Five, 50 minute ESL workshops will be given. ESL instructors will give the workshops. It will also focus on how to prepare ELL students in all grades to meet and exceed NYC and NYS ESL learning and performance standards and achieve higher scores on all city and state assessments. The workshops will also focus on NYSESLAT and scaffolding. Both school assigned certified ESL teachers will train teachers participating in the professional development. The teacher working the after school instructional program will receive a total of six (6) hours of professional development in November, December 2012, January, March, April and May 2013. Professional Development will include but not be limited to such topics as:

- 3 Hours of Instruction on the implementation of Imagine Learning English
- 1 hour of Instructional modifications
- 1 hour of NYSESLAT implications
- 1 hour of Assessment data analysis

The follow up will be given by formal and informal observations by the Title III supervisor.

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:

PS 91 translates all important parent notifications into various languages as needed by our multi ethnic school staff. All translations are done in a timely fashion so that our parent community can be adequately informed. At our Parent Information Center our Parent Coordinator provides parents with language translation via computers and pamphlets.

Oral translations are provided via telephone or in person to assist our immigrant population.

Part D: Parental Engagement Activities

Translations are performed by staff members with the option of being performed by an outside contractor if necessary.

PS 91 translates all important parent notification into various languages as needed by our multi ethnic school staff. All translations are done in a timely fashion so that our parent community can be adequately informed.

Oral translations are provided via telephone or in person to assist our immigrant population. Translations are performed by staff members with the option of being performed by an outside contractor if necessary.

All workshops provided to parents will take place from October 2012 through June 2013. They will be given by our Parent Coordinator, ELL Teachers and Administration.

- Workshop on the Common Core Learning Standards during PTA conferences.
- Several parent workshops to inform them on the resources available to them through ARIS.
- Workshop for parents of upper grade students on how to prepare for the State ELA assessment.
- Workshop on Raz-Kids.
- School wide Literacy Night.
- Several parent workshops to inform them on the resources available to them through ARIS.
- School wide Math night.
- Workshop for parents of upper grade students on how to prepare for the State Math assessment.
- Workshop on the Common Core Learning Standards during PTA conferences.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		

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