



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 291
DBN (i.e. 01M001): 10x291
Principal: CARLOS VELEZ
Principal Email: CVELEZ1@SCHOOLS.NYC.GOV
Superintendent: MELODIE MASHEL
Network Leader: ROXAN MARKS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Carlos Velez	*Principal or Designee	
Maggie Grant	*UFT Chapter Leader or Designee	
Ricelly Veloz	*PA/PTA President or Designated Co-President	
Skyler Mariani	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Krystal Ilarraza	Member/ Literacy Coach	
Assunta Mariani	Member/ Special Education Teacher-IEP	
Anna Ciani	Member/ ESL Teacher	
Elyn Alcantars	Member/ Parent	
Emmy Valdez	Member/ Parent	
Analdo Ferreira	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.

Our goal is to implement targeted instruction aligned to CCLS to meet the needs of our English Language Learners in bilingual classes or free standing ESL classes. In particular, we will focus on two subgroups: students whose entry to NYC public schools is less than 3 years and/or ELL students with IEPs. Teachers will gather and analyze data for these students in order to inform instruction to best support their academic needs. We plan to develop a system for improvement of ELL students to close the achievement gap in ELA. This will be accomplished by creating structural models to support continuous academic growth and continuous professional development for teachers who support our ELL population. Student achievement for ELL's in ELA will increase by 3% - 5% by June 2014. As measured NY State ELA Test.

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.

Upon analyzing our state literacy assessment data, including NYS ELA & NYSELAT, we noticed that our ELL students are struggling to meet proficiency and grade level performance in ELA. Other data sources, including: DRA assessments, Periodic assessments, teacher created assessments and/or task bundles, as well as student work, confirm this need.

We notice that our ELL students need to bridge the achievement gap between themselves and the English proficient population. Our data indicates the following:

- Our 2013 NYS ELA exam data for 3rd grade shows that 55.9% are level 1, 35.3% are level 2, and 8.8% are level 3
- Our 2013 NYS ELA exam data for 4th grade shows that 63.3% are level 1, 33.3% are level 2 and 3.3% are level 3
- NYSELAT data (K-4) shows that 23 students are beginners, 51 are intermediate, 75 are advanced and 19 are proficient
- We have 133 newcomers with less than 3 years residency and 36 ELLs with 4-6 years of residency
- Former ELLs with more than 6 years of residency have reached proficiency on NYSELAT

In reviewing our NYS ELA and NYSELAT data we noticed our biggest challenge is ELL students with an IEP. These students continue to score at the beginner and/or intermediate proficiency level.

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. ELL classes receive 4 – 6 periods a week of RTI small group, targeted instruction in literacy support (guided reading, guided writing, test sophistication, phonics)
2. We are implementing a content rich curriculum aligned to the NYS common core learning standards. The K- 2 classes are utilizing the Core Knowledge Language Arts program (CKLA). The CKLA program builds students content background knowledge in both social studies and science, it includes a remediation component for ELL's, it thoroughly teaches the phonetic sound code and includes many opportunities for student language building and discussion. The 5th grade ESL class is using Expeditionary Learning literacy program, which is also a content rich program. The 3rd & 4th grade classes are developing literacy units of study. As we work to have our students move towards meeting higher standards we will: adjust lessons, units and classroom assessments to address the gap between what the standards require and what the students know and are able to do.
3. Through our partnership with Lehman College we have created an extra-curricula program specifically for our 1st and 2nd grade bilingual students. This program includes two of our staff members and 20 student interns from Lehman College. They will work in small group tutoring sessions to reinforce objectives taught in the classroom. The program runs on Mon – Thurs from 3:45 – 4:45.
4. Our school has a weekly afterschool (Tues – Thurs, 3:45 – 5:00) and Saturday Program (9am – 12pm). Our 3rd – 5th grade ELLs and bilingual students attend these programs, which target their deficiencies in literacy.

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

1. Our bilingual and ESL classes have state certified ESL or bilingual licensed teachers. The key support personnel that provide the services to the ELL population are the guided reading teacher, literacy coach and SETTS teachers. The staff uses guided reading materials with specific lessons for the ELL population.
2. The key personnel are the classroom teachers, the Literacy Coach and staff developer. All classroom teachers have received professional development for their

curriculum as well as the necessary resources.

3. The key personnel are two of our licensed ESL teachers, the Lehman student interns, our ESL licensed Assistant Principal and a Lehman College liaison. The focus is building student's phonemic awareness and phonics skills.

1. The key personnel are our teaching staff, Assistant Principal, and Literacy Coach.

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

1. The teachers and support personnel will use the following instruments of measure to monitor student progress: DRA2 (Oct, Jan, May) assessment, CCLS aligned benchmark assessments (3-5), student work samples, test simulations, student unit assessments, NYS assessments
2. The CKLA program includes unit assessments in both the content domains (10 – 12 assessments) and the Skills (6 – 8 assessments) units. Expeditionary Learning also includes unit assessments. The 3-4 grades will use teacher created assessments/tasks to measure student learning.
3. The students were administered a pre-test as a benchmark. They will be retested upon completion of the program.
4. The students were administered an ELA simulation pre-test to determine needs. They will receive periodic assessments to determine progress or next steps. The data will be collected, tracked and monitored using the iReady system. The iReady assessments will be a pre, mid and post assessment.

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

1. September 2013 – June 2014
2. September 2013 – June 2014
3. October 2013 – December 2013
4. October 2013 – April 2014

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

1. We strategically placed support staff in the ESL and bilingual classes to lower the teacher to pupil ratio. The support personnel have many years experience supporting at risk students. The schedule allots for articulation time between the classroom teacher and support personnel, where they review student assessments and goals.
2. The K-2 teachers received professional development on the CKLA program. There is a designated teacher leader on each grade that attends extra professional development and their responsibility is to turn-key their learning to their colleagues. Built into our school schedule are 3 common planning periods per week where the teachers work together to plan/prepare the curriculum and analyze student work. Our 3-5 teachers also work together during common planning time with their literacy coach to develop, plan and prepare unit lessons and assessments.
3. Our teachers created the curriculum and collaborate with the student interns to help guide their instruction. Our teachers monitor the interns, notice strengths and provide feedback to help support student learning.
4. Our afterschool and Saturday program teachers worked alongside the literacy coach to create a pacing for the intervention curriculum. They reviewed previous testing data to determine student's strengths and weaknesses. The teacher team meets bi-monthly to review student data and determine next steps.

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).

To increase parental involvement, the school will offer parent workshops every month, where the parents will learn tips and strategies that they can use to support their ELL children at home. We will ensure that families are aware that all students are being challenged this year to complete more difficult work to prepare them to be successful in the world beyond school. We will encourage families to support their children in rising to this new challenge. Parents are welcome to attend parent-teacher conferences, curriculum night, parent workshops, and classroom celebrations. The parents will also receive progress reports to determine how their child is meeting their classroom academic goals, monthly newsletters, calendars and access to the school website. Parents are also encouraged to reach out to the school if they have any questions or concerns about their child to our bilingual parent coordinator.

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.

Our goal is to implement targeted instruction aligned to the CCLS to meet the needs of our at-risk population that include self-contained and part-time special education students. Teachers will gather and analyze data for these students in order to inform instruction to best support their academic needs and IEP goals. This will be accomplished by creating structural models to support continuous academic growth. Student achievement in ELA and Math will increase 3% - 5% by June 2014. As measured by the NY State ELA 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.

Upon analyzing our standardized assessment data, we noticed that our IEP students are struggling to meet proficiency and grade level in both ELA and Math. Other data sources including: DRA assessments, Periodic assessments, Math unit assessments and/or task bundles, Rigby benchmarking assessments, teacher created assessments and/or task bundles, as well as student work, confirm this need. We notice that our special education students need to bridge the achievement gap between themselves and the general education population. These students score within our lowest third according to state testing.

Our data indicates the following:

- Our 2013 NYS ELA exam data for 3rd grade SWD shows that 86.7% are level 1, 13.3% are level 2, and 0% are level 3 and 4
- Our 2013 NYS ELA exam date for 4th grade SWD shows that 63.2% are level 1, 31.6% are level 2 and 5.3% are level 3
- NYSESLAT data (K-4) shows that 23 students are beginners, 51 are intermediate, 75 are advanced and 19 are proficient
- Our 2013 NYS Math exam data for 3rd grade SWD shows that 53.3% are level 1, 40% are level 2, and 6.7% are level 3.
- Our 2013 NYS Math exam data for 4th grade SWD shows that 72.2% are level 1, and 27.8% are level 2.

In reviewing our NYS exam data we noticed that a high percentage of our SWD's fall within proficiency 1 & 2 in both ELA and Math.

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. Our SWD (self-contained, CTT and SETTS) receive 4 periods a week of RTI small group, targeted instruction in literacy support (guided reading, guided writing, test sophistication, phonics). The SETTS teachers push in to the classes to provide support in the least restrictive environment.
2. The K- 2 SWD are utilizing the Core Knowledge Language Arts program (CKLA). The CKLA program builds students content background knowledge in both social studies and science, it includes a remediation component for SWD's, it thoroughly teaches the phonetic sound code and includes many opportunities for student language building and discussion. The 5th grade self-contained class is using Expeditionary Learning literacy program, which is also a content rich program. The 3rd & 4th grade classes are developing literacy units of study. As we work to have our students move towards meeting higher standards we will: adjust lessons, units and classroom assessments to address the gap between what the standards require and what the students know and are able to do.
3. Our school has a weekly afterschool and Saturday Program. Our 2nd – 5th grade SWD's will attend these programs which target their deficiencies in literacy and math.
4. We offer math remediation through our technology program.

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

1. Our self-contained special education teachers have between 6-10 years teaching experience and also have bilingual extension licenses. Each self-contained class has an educational assistant. The CTT class has two licensed special education teachers. Our SETTS teachers are also licensed in special education. The key support personnel that provide the services to the SWD population are the guided reading teachers, literacy coach and SETTS teachers. The staff uses guided reading materials with specific lessons for the SWD population.
2. The key personnel are the classroom teachers, the Literacy Coach and staff developer.
3. The key personnel are our after school/Saturday teaching staff, Assistant Principal, and Literacy Coach.
4. Our SWD (self-contained, CTT & SETTS) have technology once a week.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<p>4. The teachers and support personnel will use the following instruments of measure to monitor student progress: DRA2 assessment (Oct, Jan, May), CCLS aligned benchmark assessments (3-5), student work samples, test simulations, student unit assessments, NYS assessments, progress towards IEP goals.</p> <p>5. The CKLA program includes unit assessments in both the content domains (10 – 12 assessments) and the Skills units (6 – 8 assessments). Expeditionary Learning also includes unit assessments. The 3-4 grades will use teacher created assessments/tasks to measure student learning.</p> <p>6. The students were administered an ELA simulation pre-test to determine needs. They will receive periodic assessments to determine progress or next steps. The data will be collected, tracked and monitored using the iReady system. The iReady assessments will be a pre, mid and post assessment.</p> <p>7. The technology teacher analyzed the students Schoolnet math baseline assessments to determine deficiencies to customize targeted instruction. The students will be administered two more Schoolnet assessments this year and math simulation exams.</p>
8. Timeline for implementation and completion including start and end dates
<p>1. September 2013 – June 2014</p> <p>2. September 2013 – June 2014</p> <p>3. October 2013 – April 2014</p> <p>4. September 2013 – June 2014</p>
9. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<p>1. We strategically placed support staff in the SWD classes to lower the teacher to pupil ratio. The support personnel have many years experience supporting at risk students. The schedule allots for weekly articulation time between the classroom teacher and support personnel, where they review student assessments and goals.</p> <p>2. The K-2 teachers received professional development on the CKLA program. There is a designated teacher leader on each grade that attends extra professional development and their responsibility is to turn-key their learning to their colleagues. Built into our school schedule are 3 common planning periods per week where the teachers work together to plan/prepare the curriculum and analyze student work. Our 3-5 teachers also work together during common planning time with their literacy coach to develop, plan and prepare unit lessons and assessments.</p> <p>3. Our afterschool and Saturday program teachers worked alongside the literacy coach to create a pacing for the intervention curriculum. They reviewed previous testing data to determine student's strengths and weaknesses. The teacher team meets bi-monthly to review student data and determine next steps.</p> <p>4. Our technology teacher has 15+ years teaching experience. He has a Masters in Technology and served as a classroom teacher for over 10 years. He's exhibited strong pedagogy in teaching math to students. His schedule allows for Math AIS for the SWD.</p>

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).
To increase parental involvement, the school will offer parent workshops every month, where the parents will learn tips and strategies that they can use to support their SWD children at home. We will ensure that families are aware that all students are being challenged this year to complete more difficult work to prepare them to be successful in the world beyond school. We will encourage families to support their children in rising to this new challenge. Parents are welcome to attend parent-teacher conferences, curriculum night, parent workshops, and classroom celebrations. The parents will also receive progress reports to determine how their child is meeting their classroom academic goals, monthly newsletters, calendars and access to the school website. Parents are also encouraged to reach out to the school if they have any questions or concerns about their child to our bilingual parent coordinator.

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		Title IA	X	Title IIA	X	Title III		Set Aside	Grants
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.

Our school had a decline in 3rd and 4th grade 2013 NYS Math scores. In 2013, P.S. 291's average scale score on the Math State exam was 2.56. This was similar to, but slightly below the average overall citywide test score for elementary schools in 2013. To address this decline our school is working towards closing the curricular gap in mathematics, as per Citywide Instructional Expectations. Our goal is to increase our math scale score from 2.54 to 2.75 by June 2014. As measured by the NY State 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.

A review of our State Math assessment data shows a decrease in student proficiency in mathematics according to the new CCLS state exam. In addition, our other assessments (unit assessments, SchoolNet, tiered tasks, student work products, etc.) show a need in enhancing our mathematics instruction. We decided to review, revise and strengthen the mathematical instruction in grades 3 – 5. Upon review of our K-2 data, our students are at or approaching grade level proficiency.

Our 2013 NYS Math testing data shows the following:

3rd Grade Students: 31.2% Level 1, 46.8% Level 2, 13.8% Level 3, and 8.3% Level 4

4th Grade Students: 31.2% Level 1, 36.7% Level 2, 26.6% Level 3 and 5.5% Level 4

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. Math block schedule: We will allot 100 minutes of daily math instruction. Fifty minutes will be designated for new math learning and fifty minutes for ongoing learning and remediation. During this time the students will review previous learning, play math games online, work in small groups with their teacher or AIS provider.
2. Targeted professional development for classroom teachers and support personnel. The focus of the professional development will be revising curriculum, creating targeted learning assessments and analyzing student data and its implications for instruction. We will provide dedicated time, resources and support for reviewing and revising curricular, using UDL, as is expected of the NYC Instructional Expectations.
3. Our school has a weekly afterschool and Saturday Program. Our 3rd – 5th grade Level 1 & 2 students will attend these programs, which target their deficiencies in math.
4. We offer math remediation through our technology program and small group/guided math service.

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

1. The key personnel are the classroom teacher, the math AIS provider and SETTS teacher, where applicable. Math resources include: My Math, On Core, Go Math and test sophistication.
2. The key personnel are the math coach, classroom teachers, SETTS teacher and math AIS provider.
3. The key personnel are our after school/Saturday teaching staff, Assistant Principal, and Math Coach. We are using the Common Core aligned "Mastering the Standards in Math" by Triumph Learning.
4. The technology teacher offers math remediation through technology, online resources, & math games. Each classroom is equipped with a Smartboard, IPADs and classroom computers. The technology and AIS teacher push-in to classes to work with the level 1 & 2 students in math.

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

4. The student's progress will be monitored through their math baseline results, ongoing unit/task assessments (every 6 – 8 weeks), and test simulations (Feb – April).
5. We will analyze student work samples, test simulations, view teacher lessons to look for evidence of the professional development and its impact on student learning.
6. The students were administered a math simulation pre-test to determine needs. They will receive periodic assessments to determine progress or next steps. The data will be collected, tracked and monitored using the iReady system. The iReady assessments will be a pre, mid and post assessment.
7. The technology teacher and AIS teacher analyzed the students Schoolnet math baseline assessments to determine deficiencies to customize targeted instruction. The students will be administered two more Schoolnet assessments this year, as well as math test simulations.

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

1. September 2013 – June 2014
2. September 2013 – June 2014
3. October 2013 – April 2014
4. September 2013 – June 2014

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

1. The 100 minutes math block is a school wide initiative to increase student achievement in mathematics.
2. Our school has a professional development period every Thursday where the 3 - 5 teachers can meet with the coaches and AIS personnel. This allows for vertical planning in math instruction. The teachers also have 2 common prep periods per week where they can meet with each other and the coach to analyze student data.
3. Our afterschool and Saturday program teachers worked alongside the math coach to create a pacing for the intervention curriculum. They reviewed previous testing data to determine student's strengths and weaknesses. The teacher team meets bi-monthly to review student data and determine next steps.
4. Our technology teacher has 15+ years teaching experience. He has a Masters in Technology and served as a classroom teacher for over 10 years. He's exhibited strong pedagogy in teaching math to students. He will support the level 1 & 2 math students through targeted small group instruction. Our AIS teacher has 8 years teaching experience. She collaborates with the classroom teachers and the technology teacher to plan targeted small group math instruction.

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).

To increase parental involvement, the school will offer parent workshops every month, where the parents will learn tips and strategies that they can use to support their children at home. We will ensure that families are aware that all students are being challenged this year to complete more difficult work to prepare them to be successful in the world beyond school. We will encourage families to support their children in rising to this new challenge. Parents are welcome to attend parent-teacher conferences, curriculum night, parent workshops, and classroom celebrations. The parents will also receive progress reports to determine how their child is meeting their classroom academic goals, monthly newsletters, calendars and access to the school website. Parents are also encouraged to reach out to the school if they have any questions or concerns about their child to our bilingual parent coordinator.

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		Title IA	X	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

1.

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
4.
5. Timeline for implementation and completion including start and end dates
1.
6. 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
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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.

1. Strategies/activities that encompass the needs of identified subgroups
1.
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
4.
5. Timeline for implementation and completion including start and end dates
1.
6. 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
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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	Guided Reading SGI (Small Group Instruction) Project Ram Project Merit Kindervention Literacy Program CKLA Remediation Component	Small Group Small group Small Group Small Group Small Group Small Group	During School During School 50 minutes After School Saturday During School During School
Mathematics	Go Math Remediation Project Ram Project Merit Guided Math Groups Math Games through Technology	Small Group Small Group Small Group Small Group Individual	During School After School Saturday During School During School
Science	Guided Reading teachers utilize science themed non-fiction books to support reading strategies and science content	Small Group	October -June
Social Studies	Guided Reading teachers utilize social studies themed non-fiction books to support reading strategies and social studies content	Small Group	October -June
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Social Worker	Individual and/or Small Group as needed	During School

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
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.

Due to our expansion to fifth grade and staff retirement, we hired ten new staff members. Last school year, in anticipation of our expansion, we strategically hired substitute teachers that we felt had the potential to become permanent staff members. While they worked as substitutes, they attended staff professional development, grade level meetings and worked collaboratively with the literacy and math coaches. The administration frequently observed the substitutes as they were teaching, offered feedback and next steps. Based on their quality work as substitutes they were hired for the 2013 school year. We also hired three experienced staff members based on professional recommendations. Lastly, we reached out to a local university and hired three recent graduates from their Masters program.

Excluding our new hires, our teachers are licensed and have seven or more years teaching experience in this school. We have a high retention rate with our staff. We believe the high retention rate is due to certain structures we have in place in our school. For example, our teachers work collaboratively with their grade level colleagues in addition to meeting with support staff and AIS service providers. Our school offers continuous professional development to enhance teacher pedagogy. Through the professional development offered throughout the year, we aim to ensure that teachers become highly qualified by achieving and surpassing their NYS mandated professional development hours. Approximately 95% of our teachers are highly qualified. We also focus on team building and school spirit. For example, we work together as a school to support certain charities, such as St. Jude children's hospital and the Alzheimer Foundation. We come together as a staff to support breast cancer awareness, anti-bullying campaigns where we all dress alike to show our support. The staff participates in celebrations with the students, such as Halloween parties and class celebrations. This level of camaraderie and working together helps keep our staff retention high.

Our special education teachers are fully licensed and have seven or more years teaching experience. They work collaboratively with the general education teachers to plan instruction that will support this population. Our school offers continuous professional development to enhance teacher pedagogy. Our bilingual and ESL teachers are licensed and have seven or more years teaching experience. Our bilingual and ESL teachers work collaboratively with each other in addition to their grade level colleagues. Our school offers continuous professional development to enhance teacher pedagogy. Many of the teachers are continuing their personal professional development by attending graduate classes with our partner Lehman College.

We strategically place teachers into their programs based on licenses, Masters degrees, and experience. We created programs that we felt would benefit the school such as our Art Program, Technology, Science clusters and AIS providers.

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).

To ensure high quality and ongoing professional development we will:

- Provide weekly opportunities for all staff to participate in rigorous professional development in order to actively support teacher growth,
- Increase student experience of rigorous instruction
- Increase opportunities for teacher's collaborative discourse and planning.

- Ensure teacher's deep understanding of the components of Danielson's Framework for Teaching
- Provide support to teachers through frequent classroom visits, actionable feedback, coaching and professional development
- Our new teachers will receive two periods a week of mentoring with the experienced coaches.

Our K-2 classes are piloting the CKLA program. They received professional training from an outside consultant. A teacher leader in grades K-2 also attends CKLA professional development provided by NYSED, which they are required to turn-key to their colleagues. Our school holds weekly professional development sessions every Thursday in which every staff member, including educational assistants are required to attend. The topics for these sessions are CCLS, CKLA, Go Math, RTI, Danielson Framework, incorporating technology, classroom management, goal setting, questioning & discussion techniques, among others. These sessions are led by: the coaches, administration, staff developers and/or teachers. Our coaches also model lessons for teachers, plan inter-visitations where new staff visit seasoned teachers to learn strategies to implement in their own classrooms. Our school provides two common grade level prep periods for grades K-5. The teachers can meet with each other, with their coaches or with their administrators. We also offer summer institutes where teachers come together to plan curriculum, develop weekly lessons, develop assessments and pace out the instructional calendar.

Based on our prior participation in NYC CCLS pilot program, we are continuing our work with the CCLS. We are implementing common core learning tasks and reviewing and/or revising curriculum to support these tasks. All classroom teachers are analyzing curriculum to ensure it is aligned to the CCLS. Teachers are working collaboratively to revise, adjust and supplement ELA and Math curriculum as needed. In addition, teachers are creating curriculum maps and task bundles based on the CCLS. This is a work in progress that will continue. Also, we have begun the process of incorporating the CCLS into our content areas. Our work around the CCLS will support the implementation of the Citywide Initiative of ELA and Math tasks. Based on our Quality Review, we need to further develop our teacher questioning techniques to deepen student understanding of content in all subject areas. In addition, it was recommended that we further review the rigor of tasks assigned to our students. We plan to meet these goals through our professional development. Our school report card grade is currently an "A" which we attribute to our ongoing professional development.

The principal and assistant principals also attend network provided professional development, school provided professional development as well develop their pedagogy through other professional venues.

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

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

Our STH students are invited to attend our after school and Saturday school programs, where we ensure that they are provided breakfast, lunch and/or snack. They are also invited to attend our Project ARTS program, which develops their social emotional and artistic abilities. We are aware that some of these students are in need of extra food and clothing, which we then provide for them. The school guidance counselor and social worker meet with the STH students, as needed to ensure their social-emotional well being. These students participate in school trips/parties, regardless of costs. We have an on-site parent coordinator available for parent outreach.

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.).

We host a Kindergarten orientation session where we share our school information and expectations for kindergarten. The parents met the administrators, the guidance counselor, teachers and other school staff. Our speech teachers presented a workshop to the parents, which included many tips and strategies for the parents to use with their children at home to better prepare them for kindergarten. Our pupil accounting secretary visited the neighborhood preschools to provide brochures about our school to the incoming parents. Our school psychologist conducts the turning-five evaluations for the zone. The psychologist explains the supports that the students will receive once they attend our school.

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.

The members of the MOSL team met to determine which appropriate assessment measures would be used this school year. The MOSL team surveyed the staff to receive feedback about the current assessments being used. We then decided, based on teacher feedback, if we would continue to use those assessments or develop new assessments. The teachers based their decision on current assessments used, NYS testing data results and student work samples. The coaches provide professional development on administering, scoring and analyzing assessment results. These results are tracked through class

spreadsheets and feedback is given on implication for instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

PS 291 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Teach classes interesting and challenging lessons that promote student achievement.
 - Endeavor to motivate the students to learn.
 - Have high expectations and help every child to develop a love of learning.
 - Communicate regularly with families about student progress.
 - Provide a warm, safe and caring learning environment.
 - Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades K-2 and 60 minutes 3-5).
 - Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
 - Actively participate in collaborative decision making, consistently work with families and school colleagues to make our school an accessible welcoming place for families.
 - Respect the school, students, staff, and families.
 - Provide necessary assistance to parents so they can help their child learn.
2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:
2nd week in November and 2nd week in March
3. Provide parents with frequent reports on their children's progress. This information will be disseminated during Parent/Teacher Conferences or individual meetings.
 - Report cards
 - Math progress report
 - Reading progress report (DRA levels and goals)
 - Attendance report
 - ARIS
 - SchoolNet (3rd – 5th grade)
 - IEP progress report for each goal
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents can set up appointments with their child's teacher by contacting the Parent Coordinator
 - Teachers will have one preparation period a week or as needed, dedicated to meeting with parents
5. Provide parents opportunities to volunteer and participate in their child's classroom activities, as follows:
 - Attend class trips
 - Complete clerical work at the Main Office.
 - Sit in their child's classroom and observe the Literacy and Mathematics workshops.
 - Attend classroom celebrations
6. Involve parents in the planning, review, and improvement of our parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any school-wide program plan in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the Public School 291's participation in Title I, Part A programs, to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. Public School 291 will invite all parents of children participating in Title I programs and will encourage them to attend.
9. Provide information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. (monthly newsletter, disseminating information on school web-site)
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 our 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. Public School 291 will respond to any such suggestions as soon as practicably possible.
12. Public School 291 will provide each parent an individual student report about the performance of their child on the State assessments in Math, ELA, Science, and NYSESLAT.
13. Public School 291 will 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.

II. Parent/Guardian Responsibilities:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-2 and 30 minutes for grades 3-5).
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either 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 School Leadership Team or other or policy groups.

Other discretionary activities:

- 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
- Maximize parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school

- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities

III. Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards.

Specifically, we will:

- Come to school every day ready to learn and work hard.
 - Bring necessary materials, completed assignments and homework.
 - Know and follow school and class rules.
 - Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
 - Limit my TV watching.
 - Respect the school, classmates, staff and families.
 - Complete my studies and homework every day
-

**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 0	Borough Bronx	School Number 291
School Name PS 291		

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 Carlos Vélez	Assistant Principal Giovanna La Pietra, Patty Vulaj
Coach Krystal Ilarraza	Coach Lesley Rivera
ESL Teacher Anna Ciani	Guidance Counselor Rafael Sandoval
Teacher/Subject Area Maggie Grant	Parent type here
Teacher/Subject Area type here	Parent Coordinator Adalgisa Rodriguez
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.	7	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	5	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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	7	Number of special education teachers with bilingual extensions	4

D. Student Demographics

Total number of students in school (Excluding Pre-K)	683	Total number of ELLs	169	ELLs as share of total student population (%)	24.74%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	169	Newcomers (ELLs receiving service 0-3 years)	133	ELL Students with Disabilities	33
SIFE	5	ELLs receiving service 4-6 years	36	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	74		13	10		9				84
Dual Language										0
ESL	59	5	7	26		4				85
Total	133	5	20	36	0	13	0	0	0	169
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
Spanish		21	27	19	5	12								84
SELECT ONE														0
SELECT ONE														0
TOTAL	0	21	27	19	5	12	0	84						

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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	18	7	9	8	26	17								85
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	18	7	9	8	27	17	0	0	0	0	0	0	0	86

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)	6	3	3	5	6									23

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)	14	8	14	6	9									51
Advanced (A)	8	17	13	24	13									75
Total	28	28	30	35	28	0	0	0	0	0	0	0	0	149

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	22	12	3		37
4	20	10	1		31
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	14	2	20		3				39
4	18	2	12		1				33
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6	2	12		12		1		33
8									0
NYSAA Bilingual (SWD)									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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)	18	5	10	5				
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.

Our school uses DRA to assess literacy skills. There are 133 students who are 0 to 3 year ELLs and 35 students that are 4 to 6 year ELLs. 142 of our ELL students fall in levels 1 & 2 of the DRA benchmarks. 26 of our ELL students fall in levels 3 & 4 of the DRA benchmarks. Upon review of our data, we conclude the following:

- The majority of the students are progressing as they should as per their years of service.
- We have approximately 10 students who have been receiving 4 to 6 years of services and are not progressing as their peers, however, these students have IEPs due to their special needs.

Based on this data, we noticed that the 3 to 6 year ELL's needed additional support in the areas of reading and writing. To this end, we adopted the Core Knowledge program which emphasises phonemic awareness, grammar rules, vocabulary building, sight words, and reading comprehension.

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

Every year more and more students are scoring on the proficient level on the LAB-R exam. We attribute this to the fact that over 90% of our new registrants attended a pre-school program where the language of instruction was English. In spite of the fact, that their home language survey reflects a language other than English spoken in the home, the students are more dominant in English.

After review of our NYSESLAT data over the last three years, we are noticing the following patterns:

- A steady decrease in the number of English Language learners.
- The majority of students who are falling in the beginning level of NYSESLAT are new comers to our school/country.
- Students who have remained in our school are showing adequate growth on the NYSESLAT and eventually becoming proficient.

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?

The patterns that we see across grades are as follows:

- We have more students scoring in the beginning levels of the NYSESLAT in the lower grades.
- The students scoring in the beginning levels of the NYSESLAT in the upper grades are new comers.
- As students move from one grade of formal instruction to the next, they are scoring intermediate, advanced, and proficient.
- Students taking exams in their native language are scoring level 1 in math and science. These students are entering the NYC public school system academically below their enrolled grade level. Some have not had formal education in their native country.
- ELL students who are literate in their native language transfer their literacy skills to English successfully. This is evident in the ELE results. Most of our new comers score poorly even on a native literacy exam.

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](#).)

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

Public School 291 uses classroom observations, assessments developed by classroom teachers as well as other teaching support personnel to determine a student's movement across the tiers by examining rate of progress and level of performance over time.

Results of assessments at each individual Tier are used to evaluate each student's understanding of the tested strategy or skill. The various assessments are used as measures of listening comprehension. After all assessments have been scored, individual student progress decisions are made. Repeated readings and teacher support scaffold students up to the on-grade-level passage. Students build background on the topic, they staircase up to the on-grade-level passage, which includes richer vocabulary and language structures.

A key component of Public School 291 framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress. As part of our ongoing evaluation and support, we ensure to include our parents. Parent involvement is at the forefront of our RTI services. Open exchange of ideas and effective communication allows our guidance counselor to better advocate and tailor the supports that we have set up for our students. Parents are invited to sit in classroom to get a better sense of their child. They are looking at the student and for a few moments not at a son or daughter. This exchange allows the parent to assess the progress of the students as an active participant and not just a passive partner.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Our teachers have received in-depth professional development in differentiated instruction. Teachers collect and review on-going data on each student. They plan their lessons to target student needs and student learning styles using this data.

We have a high percentage of classroom teachers who hold TESOL licenses. This minimizes loss of classroom instructional time for students by avoiding students being picked up and leaving their classroom for services. These highly qualified teachers include language acquisition strategies in all planned lessons. Thus resulting in the students receiving more than their mandated requirement for ESL services.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We gather data for our ELLs from the standardized exams, school benchmark testing (DRA), classroom tests, teacher observations/conferencing and homework/classwork. After assessing all of these components and reviewing all the programs we are using, we discuss the results at grade level meetings. It is at the grade meetings that strengths and weaknesses of the programs and students are discussed and adjustments are made to meet the students needs more effectively. Our ultimate goal is to meet the AYP for our students.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- 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](#).)
At PS 291 we have two licensed bilingual pedagogues present during the registration process. These pedagogues assist the parents/guardians in completing the Home Language Survey in their native language. Oral translation is provided by in-house staff members. In addition, vendor translation services are used as needed. If one question is answered with a language other than English in questions 1-4, and two questions answered with a language other than English in questions 5-8, the student is eligible to

be tested with the LAB-R within 10 school days, to determine the level of English proficiency. Upon completion of the HLIS, such pedagogues initiate an informal oral interview with the parents to get more information about their child's level of literacy skills in the native language, especially when "Other" is checked in item # 5 and all other responses are checked in English (5-8). This assessment is used to identify the child's receptive/expressive language skills in both languages, L1 and L2. .

Cut scores on LAB-R determine service eligibility for new entrants. If the student does not meet the cut score for the grade level using the LAB-R, and the other language identified on the HLIS is Spanish, the Spanish LAB is administered. This is used to identify the dominant language, which will be considered when determining the language of instruction. Along with the parent(s) response to the type of program they have chosen for their child, these results will identify the program model the child will attend. We do not inform parents of the available programs at the school prior to viewing the video. Students who come from a home where a language other than English is spoken, and who are entitled based on LAB-R testing, remain entitled until they test out, by scoring at the appropriate level on a spring administration of the NYSESLAT.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Within the first 10 days of the student's registration, the student is tested with the LAB-R and Spanish LAB if appropriate, and identified as an ELL student, the parents are invited to attend a parent orientation workshop. A certified bilingual or ESL teacher facilitates these workshops. The focus of the workshop is to inform and educate parents about all three instructional language programs offered by The New York City Department of Education. Parents view the NYC language program video in their preferred language and meet with our ESL teacher to discuss concerns. Once parents gain a better understanding of the instructional goals embedded in each program, they have the flexibility and option to choose a program model for their child. In cases where the home language is one that no one in the school speaks, the pedagogue seeks assistance from the translation and interpretation unit to provide over the phone interpretation services to ELL parents.

If there are any program changes, the parent coordinator and the ESL teacher reach out to the parents to inform them that their previously chosen program has become available.

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](#)].)
An invitation, Entitlement letter, and the Parent survey and Program Selection Form are sent to the parent inviting them to the parent orientation session. During the parent orientation session, the parents view the video, ask any questions they may have, and return the Parent Survey and Program Selection Form. The school follows up with a Placement Letter informing the parents of the child's program placement. These documents are available upon the completion of the parent orientation session and are kept on file at the school.

If a student passes the LAB-R, then the Non-Entitlement Letter is sent to the parent and a copy is kept on file with the date it was sent to the parent.

In the case where parents do not attend the parent orientation session and do not return the Parent Survey and Program Selection Form, the default program is Transitional Bilingual. Notices concerning this procedure are sent to the parents in their native language.

Our school ensures that this entire process is completed within ten days of enrolling the student into our school.

Eligibility continues until the student demonstrates proficiency on the NYSESLAT. NYSESLAT eligibility is determined by running the ATS report called RLAT and the RLER. Until that time, parents are notified using the Continued Entitlement Letter, which is kept on file, and dated when it was sent to the parent.

When the student reaches proficiency on the NYSESLAT, the parents receive the Non-Entitled/Transition Letter, informing them of the ELL Transitional Services that will be provided for their child, for one school year. A copy of this notice is kept on file with the date it was sent to the parent.

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.

When a student is identified as an ELL, the parents are informed about the language programs offered by the New York City Department of Education. This information is made available in the parents native language. Pedagogues are present to address any questions or concerns. After these procedures have been followed, every effort is made to accommodate the parents choice. In the event that there are any program changes, the parent coordinator and the ESL teacher reach out to the parents to inform them that their previously chosen program has become available. In cases where the home language is one that no one in the school speaks, the pedagogue seeks assistance from the translation and interpretation unit to provide over the phone interpretation services to ELL parents.

Parents are then notified of their child's placement with a Placement Letter. Placement Letter records and Continued Entitlement Letters are maintained on class lists with the actual date the letters were distributed.

In addition, the ELPC screen in ATS is updated with relevant information within the child's first 20 days of enrollment.

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.

We run the ATS report RLER to ensure that all eligible ELLs are administered the NYSESLAT. We form a team of pedagogues to administer the NYSESLAT. All pedagogues involved in the testing process are trained using the NYS NYSESLAT training materials which include books and CDs. Testing dates and make-up dates are set up in accordance with the NYS testing window.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing our Parent surveys and Program Selection Forms for the last few years we see a trend of more parents requesting monolingual classes with ESL services as opposed to Bilingual classes for their children. Parents are concerned that their children will be eligible for ELA testing much sooner than in the past. Therefore, the majority of our parents are choosing monolingual classes with ESL services. The program models provided at our school are all aligned with parent requests.

The majority of our incoming Kindergarten students are attending monolingual Pre-K programs. As a result, the parents wish their children to continue in a monolingual setting.

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])?

We strongly believe that students acquire literacy most effectively in the language most familiar to them. Therefore, our Transitional Bilingual Program is designed so that our pupils develop conceptual skills in their native language as they learn English. This program includes an ESL component to develop skills in listening, speaking, reading, and writing. In addition, a native language component is integrated in an effort to develop communication skills in the students' home language while cultivating an appreciation of their history and culture. As the student's English language proficiency increases, instructional time in the native language decreases. When ELLs reach proficiency on the NYSELAT, they are transferred to an all-English program with transitional support. Our main objectives are to:

- Provide grade level academic work in the student's native language to develop conceptual understanding and learning strategies that will prepare ELLs to think critically, problem solve and communicate in two languages.
- Attain English Language proficiency within three years
- Develop oral and written fluency: BICS and CALP

In addition to our Transitional Bilingual Program, our school offers a Free Standing ESL Program. Students in our ESL Program receive all instruction in English. The number of ESL instructional units that a student receives is determined by the student English language proficiency levels (as determined by the LAB-R or NYSELAT scores.) These services are provided through two different instructional models:

1. Push-in Model: The ESL teacher works with ELLs during content instruction in collaboration with classroom teachers to provide language acquisition and vocabulary support while retaining their content instructional time.
2. Self Contained Model: A licensed ESL teacher will provide instruction in English using ESL methodologies.

We have heterogeneous grouping for both our Transitional Bilingual Program as well as our Free Standing ESL classes.

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)?

During the course of the day, the students will receive their mandated ESL minutes from the bilingual classroom teacher. Students who scored Beginner or Intermediate on the NYSELAT will receive 360 minutes per week. Those who scored Advanced will receive 180 minutes per week. This will be evident in the schedules of the bilingual teachers and their flow of the day. Students will be grouped heterogeneously; therefore, language of instruction will be differentiated depending on the level of English proficiency.

The ELLs who are in monolingual classes will be given their mandated minutes of ESL instruction by a free-standing ESL teacher using the push-in model. The ESL teacher will help to develop the reading, writing, listening and speaking skills of these students through a variety of ESL strategies.

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.

To develop content understanding we are using Everyday Mathematics developed by the University of Chicago. Grade specific Scott Foresmen's textbook are being utilized for Science and Social Studies in order to provide instruction in the students native language. All instructional resources selected will improve our ELL students' skills through content rich curriculum and incorporate the New York State Standards into their work.

Native language support in Transitional Bilingual and ESL classes is provided in the following ways:

- Instructions/Directions in the native language
- Glossaries
- Buddy system

All of our ELL support services, resources, and materials correspond to the CCLS.

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

We ensure that ELLs are appropriately evaluated in their native language by using the following assessments:

- Spanish LAB
- ELE
- El Sol
- Teacher Observations
- Teacher conferences with students

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

We evaluate our ELL students in all four modalities of English acquisition throughout the year by using performance based assessments. These assessments include oral reports, presentations, demonstrations, written assignments, and portfolios. Some examples are:

- Reading with partners
- Retelling stories
- Role playing
- Giving descriptions or instructions using visual or written prompts
- Oral reporting to the whole class
- Telling a story by using a sequence of three or more pictures
- Completing dialogue or conversation through written prompts
- Debating, either one-on-one or taking turns in small groups
- Brainstorming
- Completing incomplete stories
- Playing games

We use rubrics and observation checklists to assess progress over time.

6. How do you differentiate instruction for ELL subgroups?

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

There are certain ELL populations in the school which are in need of more specific and skill based instruction. These groups include: SIFE students, Long term ELLs, newcomers and ELLs with special needs. In order to provide additional support for these groups, our Academic Intervention Service Coordinator will offer the following Academic Interventions:

- AIS guided reading
- After-School
- Saturday Academy
- Spring Academy
- 50 Minutes Small group instruction
- Summer School
- Foundations

- Related services as per IEP, if applicable

It is of prime importance that our new arrivals feel socially accepted and others see them as knowledgeable people from a respected culture. To ease the cultural transition and facilitate adaptation, it is crucial that our newcomers are appropriately placed and provided with the necessary tools to be successful. For our newcomers, who are at the beginning level on the assessments, we will also provide AIS support. They will be invited to attend after school programs funded by Title III and the Saturday academy as well. These programs will improve decoding skills, phonemic awareness and building basic interpersonal communication skills.

Special Education ELLs will receive mandated ESL services based on their IEP's. They will participate in after school and Saturday academies to build their Reading, Writing and Mathematic skills. Our I.E.P. teacher provides small group instruction to our Special Education ELL Students. She provides services to students who are experiencing reading difficulties.

SIFE students will participate in several different academic intervention programs to help them develop the basic skills they are lacking due to their interrupted education. We will provide a period of AIS instruction each day. We will also provide support to these students during the 50 minutes extended time as well.

Long term ELLs will receive extra support through the use of Q-TEL strategies. This will be used by the ESL teacher who has been trained in Q-TEL. This model will help to develop academic cognitive skills, reading comprehension skills, fluency, critical thinking skills and other cognitive and meta-cognitive skills.

Former ELLs are entitled to test accommodations (extended time and glossaries and translated versions of content area exams) for an additional 2 years after reaching proficiency level on the NYSESLAT. Former ELLs are invited to participate in TITLE III funded programs and Saturday academy.

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?

Some instructional strategies and grade level materials that teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development are:

Program Names

- Core Knowledge, Units of Study, Expeditionary Learning
- Small group instructional support by the reading specialist.
- Differentiated instruction according the student's interest, and learning ability.
- Extended day and After-school program
- Saturday Academy

Instructional Strategies

- Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content
- Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up
- Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text
- Encourage students not to focus too much on their mistakes
- Encourage writing for real purposes by publishing in innovative ways
- Encourage the use of different strategies for accessing vocabulary needed and for recording new vocabulary for use in future writing

- Teach all aspects of word knowledge and spelling through specific activities including games, quizzes, etc.

Teachers help students learn when and how to use instructional strategies in several ways.

- By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
- By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.
- By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.
- By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.
- Modeling all aspects of the writing process
- Teaching the text organization and language features of different genres through a range of different activities
- Jointly constructing texts with students
- Supporting the development of editing and proof reading skills
- Using shared experiences to write class or individual books/texts
- Using photos and other visual stimuli (pictures) in the early stages of writing development
- Using groups and pairs to develop group texts

Teachers discuss the purposes of reading with students.

- Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.
- Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.
- Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

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 school uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by mainstreaming students whenever a student shows strengths in a specific content area. This is possible due to grade level teachers planning together to ensure that the entire grade (general ed. Teachers and special ed. Teachers) is meeting the Common Core Learning Standards. Our scheduling is such that content areas are taught at common times which promotes mainstreaming.

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
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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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

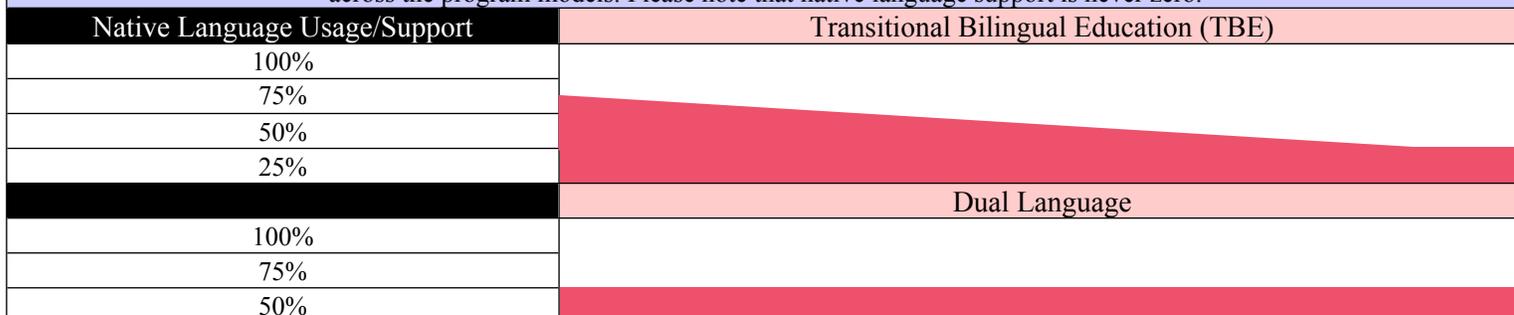
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

By continuously analyzing data from the ELL assessment (LAB-R, NYSESLAT) and other assessments (DRA, teacher observations) throughout the year, we are able to track the progress or lack of progress of the ELLs in our building. By identifying their next steps and strengths, we can design our academic intervention services to be more specific and effective, and at the same time revise and refine our instructional modalities.

Our Transitional Bilingual and Free-Standing ESL program will offer a supporting structure of scaffolding strategies to ensure ESL and academic development. Our ESL classes and content area lessons will be taught using the six main types of instructional scaffolding techniques:

- Modeling
- Bridging
- Contextualization
- Schema building
- Text Representation
- Meta-cognition

To further enhance the growth of ELLs in literacy, our teachers follow the Core Knowledge Program. This program provides comprehensive, research-based instruction which is aligned to the Common Core Learning Standards. The program provides scaffolded teaching strategies, remediation materials, and on-going assessments. Teachers use the assessments to diagnose, plan instruction, and monitor progress. In addition, we also provide the following literacy-based enrichment activities:

- Dream Yard
- Book of the Month
- Poem in your Pocket
- Project Arts
- SETTTS (selected students with IEPs)

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

Throughout this first year of implementation we will be monitoring the effectiveness of the Core Knowledge Program and the Expeditionary Learning Program. We will gather, analyze, and compare student data to ensure that the programs are meeting the needs of our ELLs in both content and language development.

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

After analyzing our LAB-R, NYSESLAT, ELA, and Math data, we conclude that our ELL students require additional support in the areas of reading and writing. Our ELL students will be included in the After School Program and Saturday Academy. In order to support students in the areas of reading, writing, and math, we will use iReady and Coach. Students will take an on-line diagnostic. The diagnostic results will serve to group the students according to their needs and then teachers will plan lessons to meet these needs.

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

At this time, we have discontinued Great Leaps, Good Habits Great Readers, , and Avenues because these programs were not aligned to the Common Core Learning Standards.

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

Our ELL students are invited and participate in all school programs such as Project Arts, Project MERIT, and Project RAM. This participation is not limited to academics. It extends to social events such as Parent and Student Celebrations, Cultural Diversity Day, and Parent Engagement in the Arts.

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

We have purchased instructional materials to support our ELLs. These materials include but are not limited to Core Knowledge, Expeditionary Learning, iReady, and SmartBoards in all ELL classrooms.

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

Native language support in Transitional Bilingual and ESL classes is provided in the following ways:

- Instructions/Directions in the native language
- Glossaries
- Buddy system

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

All of our ELL support services, resources, and materials correspond to ELLs' ages and grade levels.

When ordering materials, we order grade specific materials while considering students needs and levels. Books on the same topic but on different reading levels are purchased to accommodate the different stages of language acquisition.

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

Our parent Coordinator and our Guidance Counselor hold parent/child orientation for newly enrolled ELL students before the beginning of the school year. During this orientation, parents/children are welcomed to our school, they view a presentation about our school and the Department of Education, Question and answer time, and a tour of our school.

18. What language electives are offered to ELLs?

N/A

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.

As always, professional development will be a priority at our school. Our professional development is geared to address the needs of the staff to enhance instructional practices. Our ESL instructor, literacy and math coach, and staff developers provide staff development by modeling lessons, conferring with teachers, and assisting with planning lessons. They also arrange for interclass visitations so teachers are able to observe and debrief best instructional practices as they learn from each other. In addition, grade specific educators meet on a weekly basis with the coaches and/or staff developers to discuss implementation outcomes, express needs, concerns, and plan next steps for the grade (individual teachers) and/or staff development for the next session.

Our ESL teachers and our bilingual teachers attend workshops offered by OELL. The ESL teacher then turn keys pertinent information to the rest of the school staff during school based PD. Our teachers participate in grade level meetings with the ESL and Bilingual teacher where ELL strategies are discussed and shared.

The parent coordinator and the guidance counselor will assist parents in the middle school application process. They also assist parents in becoming familiar with middle school expectations and procedures such as departmentalization.

All new school staff are provided a minimum of 7.5 hours of ELL training as per Jose P.

This professional development will include:

- What is the Jose P. consent decree?
- CR Part 154
- Extension of Services
- Language Allocation Policy
- How is an ELL student identified?
- ELL Programs
 - Dual
 - Bilingual
 - ESL
- Testing
 - LAB-R
 - NYSESLAT
 - Accomodations
- Data/Data Interpretation
- How do we distinguish between a disability and language acquisition?
- Stages of Language Acquisition
- Strategies to teach ELLs
 - CALLA
 - BICS
 - CALP

A sign in sheet and an agenda are maintained for all ELL training sessions.

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?

Parental involvement at our school is encouraged. Our parent coordinator schedules one-to-one meetings for our parents with their child's classroom teacher. In addition, parents are invited to attend celebrations, parent engagements, and workshops throughout the school year. For example, before testing time, parents of third, fourth, and fifth graders are invited to attend a testing workshop with the principal. During this workshop, parents are informed of state standards, the testing strategies that can be extended to the home, test format, and benchmarks. ELL parents are invited and participate in all of these activities. In addition, the school continuously communicates with parents through a monthly school calendar and a monthly parent newsletter.

Our Guidance Counselor along with our Parent Coordinator reach out to different organizations to provide workshops to our parents. These workshops include but are not limited to Health Plus, Mammography Screenings, Bronx Community College for English classes, GED classes in the community, and Alianza Dominicana (support for newcomers).

We evaluate the needs of our parents through conversations and surveys. After a workshop, we have parents fill out a questionnaire in order to receive feedback about the particular workshop. In addition, we ask the parents if there are any other workshops they would find beneficial.

We review parent surveys as well as the School Survey in order to determine parent needs. After this review process, we then determine the activities parents felt were most needed. We then plan activities and workshops around these needs.

Oral translation is provided by in house staff members. In addition, vendor translation services are used as needed.

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: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carlos Vélez	Principal		1/1/01
Giovanna La Pietra	Assistant Principal		10/4/13
Ada Rodriguez	Parent Coordinator		10/4/13
Anna Ciani	ESL Teacher		10/4/13
	Parent		10/4/13
Maggie Grant	Teacher/Subject Area		10/4/13
	Teacher/Subject Area		10/4/13
Krystal Ilarraza	Coach		10/4/13
Lesley Rivera	Coach		10/4/13
Rafael Sandoval	Guidance Counselor		10/4/13
	Network Leader		10/4/13
Patty Vulaj	Other <u>Assistant Principal</u>		10/4/13
	Other		10/4/13
	Other		10/4/13
	Other		10/4/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **10X291** School Name: **Public School 291**

Cluster: **04** Network: **CFN 401**

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

Part A: Needs Assessment Findings

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 following data and methodologies were utilized to determine parents' preferred language of communication:

- o Home language survey
- o School report card data
- o Parent surveys
- o Oral translation request
- o Home Language Report (RHLLA) from ATS.

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

The local community makeup is 85% Hispanic. We are a local zone, neighborhood school, which serves this community. As a result, all notices, memorandums and other parent information communication is provided in Spanish as well as English.

These findings were reported to the school community via the following:

- o School leadership team meeting
- o Monthly calendar
- o Parent coordinator workshops or meetings
- o Parents Association meetings
- o Parent memos

- o Weekly Newsletter per grade
- Telephone messages to parents

An oral translator is provided at all of the above-mentioned meetings.

Part B: Strategies and Activities

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

Written translation services will be provided in-house by school staff. A large percentage of staff members are bi-literate in English and Spanish. Other staff members are available to communicate with parents in Italian, Albanian, and Korean. Written translations will be provided for: monthly calendar, all memorandums and individual parent letters (as needed). In addition, telephone calls are made to all parents informing them of all school activities and meeting.

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 interpretations will be provided in-house by staff members who are fluent in the parent's native language. Members include: the parent coordinator, secretary, supervising school aide, coaches, teachers, and administration.

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>.

Written translation services will be provided in-house by school staff. A large percentage of staff members are bi-literate in English and Spanish. Other staff members are available to communicate with parents in Italian, Albanian, and Korean. Written translations will be provided in house of: parent newsletters, monthly calendar, all memorandums and individual parent letters (as needed).

Oral interpretations will be provided in-house by staff members who are fluent in the parent's native language. Members include: the parent coordinator, secretary, supervising school aide, coaches, teachers, and administration.

Translation services will be provided for all parental communication including the following:

- Monthly Calendar
- Parent Surveys
- Parent Memorandums
- Parent Letters
- Phone Calls
- Parent Newsletters

In addition, vendor translation services will be used as needed.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>Public School 291</u>	DBN: <u>10X291</u>
Cluster Leader:	Network Leader: Debra Lamb
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Public School 291 will have an after school program that will serve students in grades 1 through grade 4. Students will be grouped according to their language acquisition level as measured by the results of the NYSESAT, ELA and MATH. The Program will provide additional assistance to ELL students three times a week from 3:30 pm to 5:00 for a duration of 22 weeks. This after school program will support a total of 105 ELL students (6 classes).

Part C: Professional Development

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

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

Begin description here: After conducting a needs assessment, we have concluded the following:

1. An analysis of the breakdown of NYSESLAT scores for grades K to 4 across the four modalities of: reading, writing, listening and speaking show that students perform higher on the listening and speaking than they do on the reading and writing sections.

2. An analysis of the breakdown of the 3rd and 4th grade ELA scores shows the following:
3rd Grade: 20 students scored a 1, 34 students scored a 2, 51 students scored a 3, 8 students scored a 4
4th Grade: 18 students scored a 1, 30 students scored a 2, 57 students scored a 3, 1 student scored a 1

3. An analysis of the breakdown of the 3rd and 4th grade MATH scores shows the following:
3rd Grade: 10 students scored a 1, 36 students scored a 2, 63 students scored a 3, 9 students scored a 4
4th Grade: 8 students scored a 1, 40 students scored a 2, 40 students scored a 3, 26 students scored a 4

In order to enhance academic growth and support our ELL students, an after school program is needed in order to provide these students with differentiated instruction through small group work. The program will focus on students' needs and areas of weakness such as vocabulary, comprehension, and reading fluency. The program will also look at maintaining and further developing student strengths in the area of mathematics. By supporting ELL students in the early grades of 1st and 2nd we hope to keep the achievement gap of our ELLs from growing. By supporting our ELL students in grades 3 and 4 we know students will achieve grade level standards.

- Description of the Program

Six bilingual/ESL teachers will implement the literacy and math frameworks in six classrooms using the

Part C: Professional Development

workshop model. This model allows teachers to work with students on an individual basis, in small groups and whole class. In order to support our ELL students in the best possible way, we will break up our after school program into the following focus areas:

Grades 1-2

Students in grades 1-2 will focus on vocabulary building, decoding, phonics, and reading strategies. The teachers will use literature in which the illustrations match the text. In the content area of mathematics, the teachers will use inquiry and project based learning activities. This requires using hands-on manipulatives for greater comprehensive for the English Language Learners. Students will spend Tuesdays and Wednesdays working in their area of need, Literacy, and Thursdays working on their area of strength, Mathematics.

Grades 3-4

Students in grades 3-4 will focus on reading comprehension and fluency. Learning activities are planned to scaffold students' learning from previously mastered material to new concepts. We will look at the outcome of our assessment tools to drive our instruction in order to meet the students' needs, increase their strengths, deliver lessons suitable to their learning styles and achieve student outcome. Therefore, through the careful analysis of running records, teacher made exam, check lists, portfolio and teachers observation we can achieve this and also look at additional support systems to put in place in order to move the students to excel to their maximum potential. English will be the primary language of instruction. We will also purchase materials in the student's first language (classroom library) to ensure that they continue reading in their native language as they acquire the second language. We will purchase NYSESLAT Support Materials (Empire State NYSESLAT ESL/ELL). In the content area of mathematics, students will continue to develop their vocabulary and math skills. Students will spend Tuesdays and Wednesdays working in their area of need, Literacy, and Thursdays working on their area of strength, Mathematics

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: We intend to have a celebration every four weeks. Students will showcase the culminating activity for the unit they have been studying. This celebration will include a share aloud in which parents will have an opportunity to listen to their children read as well as become active participants in the development of their child's academic progress. Prior to the celebration, the ESL teacher will meet with the parents to discuss how the students' work is linked to the state exams of NYSESLAT, ELA, and MATH. The parents will receive packets discussing expectations for each exam. In addition, parents will also receive information on what the school is doing to help their children and how they, the parents, can help support their children at home.

At the end of every celebration, we will have time built in, to ensure that all parents have time to sit with the classroom teacher to discuss each child's individual progress along with the best possible ways

Part D: Parental Engagement Activities

to support the student at home.

Our Professional Development will be around Guided Reading. Guided Reading is a small group instructional model that allows teachers to provide instruction that targets specific reading strategies for the 4-6 students he or she is working with at one time. Guided reading groups are at the students' instructional reading level. This means that students can successfully read 90% - 94% of the words correctly. Students should be assessed before being placed in an appropriate homogeneous group at their instructional reading level. Guided Reading Groups are the backbone of a balanced literacy program. Because students are grouped by reading ability, you can target each group's specific needs. Ideally, you should meet with each group at least 4 days a week for approximately 20 minutes each day. If this is not possible, you may consider meeting with your "at-grade-level" groups and "below-grade-level groups 4-5 times a week while meeting with your "above-grade-level" group(s) 2-3 times a week. Research indicates that, to increase fluency and comprehension, the same story should be read 3-5 times.

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 	\$19,876.00	4 Teachers times 1.5 Hrs 8 3 Times per Week 8 22 Weeks @ \$50.19
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. 	\$3,736.00	Insstruational Materials for students at the various Levels. Leveled Libraries that will be divided amongst teachers to ensure that the individual needs of groups are met.
Educational Software (Object Code 199)		
Travel		

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.
Other		
TOTAL	23,612.00	