



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

**DBN: (i.e. 01M001):**

**17K091**

**School Name:**

**THE ALBANY AVENUE SCHOOL**

**Principal:**

**MS. TESSA ALLEYNE**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)**

**Section 4: SCEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

1. **Section 5A Capacity Framework Element - Rigorous Instruction**
2. **Section 5B Capacity Framework Element - Supportive Environment**
3. **Section 5C Capacity Framework Element - Collaborative Teachers**
4. **Section 5D Capacity Framework Element - Effective School Leadership**
5. **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: The Albany Avenue School School Number (DBN): 17K091  
School Level: Elementary Grades Served: Prekindergarten to Grade5  
School Address: 532 Albany Avenue, Brooklyn, NY 11203  
Phone Number: (718)756-0243 Fax: (718)221-1316  
School Contact Person: Tessa Alleyne Email Address: Talley2@schools.nyc.gov  
Principal: Tessa Alleyne  
UFT Chapter Leader: Sharon Rose  
Parents' Association President: Lekita Oglesby  
School Leadership Team  
Chairperson: Ms. Carol Hoyte  
Student Representative(s): N/A

**District Information**

District: 17 Superintendent: Mr. Clarence Ellis  
Superintendent's Office Address: 1224 Park Place, NY11213  
Superintendent's Email Address: CEllis@schools.nyc.gov  
Phone Number: (718)221-4372 Fax: (718)221-4326

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Mr. Christopher Groll  
Network Number: 401 Network Leader: Ms. Shenean Lindsay

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- ❖ List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- ❖ SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- ❖ The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tessa Alleyne	*Principal or Designee	
Sharon Rose	*UFT Chapter Leader or Designee	
Lekita Oglesby	*PA/PTA President or Designated Co-President	
Virginia Carrington	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Morgen Forman	UFT	
Carol Hoyte	UFT	
Stephanie Fulson	UFT	
Dion Curtis	UFT	
Jamiyla Job	Parent	
Doreen Massiah	Parent	
Emily Lindsay	Parent	
Thelma Sampson	Parent	
Gilsaint Faguenston	Parent	
	Member/	
	Member/	

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

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### **The Capacity Framework and SCEP Development**

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
❖	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
❖	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
❖	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
❖	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
❖	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
❖	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- ❖ Tenet 1: District Leadership and Capacity
- ❖ Tenet 2: School Leader Practices and Decisions
- ❖ Tenet 3: Curriculum Development and Support
- ❖ Tenet 4: Teacher Practices and Decisions
- ❖ Tenet 5: Student Social and Emotional Developmental Health, and
- ❖ Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- ❖ **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- ❖ **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- ❖ **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- ❖ **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- ❖ **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- ❖ **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 91- The Albany Avenue School has served as a beacon for children in Flatbush/Crown Heights, Brooklyn, since farms once dotted the landscape. Our society has progressed from agrarian to industrial with increased reliance on technology and added demands for the acquisition of increasingly complex information.

P.S. 91, has also evolved to prepare its students to embrace the challenges of complex academic and work environments of the 21<sup>st</sup> century. Students are provided with tailored learning experiences and innovation skills equipping them with critical thinking and the communication/ collaboration skills vital for success and achievement. Additionally, throughout the past one hundred years the ethnic and cultural dynamics of the community have changed. The staff, instructional practices and school's curriculum all reflect shifts implemented in response to the increased diversity and cultural changes in our community.

The school is housed in two buildings. The main building was originally built in 1904. It has four floors, a basement and sub-basement. The school's library/media centers along with the school's gymnasium are located on the third floor. Two computer labs along with the science lab are on the second floor. The school's auditorium seats our enthusiastic audiences for graduations, assemblies and performances. The mini-building is located across the schoolyard and is currently dedicated to the Gary Klinsky After-School Program. To maximize instructional time with cluster teachers, computer/science labs and partnership programs, all classes Pre-K through five are located in the main building.

Currently, this Pre-K-5 school serves a population of approximately 431 students – 93% are Black and 7% are Hispanic. The community is home to many immigrants from the Caribbean. The majority of the students come from low-income families as 86% of our students receive free or reduced-priced lunch. Nine percent (9%) of our students are English Language Learners and 26% of the student body has Individualized Educational Plans. This year our school has four (4) Pre-Kindergarten classes, an increase of three Pre-Kindergarten classes from last year.

Our school is enriched with partnerships. The Healthy School Foods Program delivers rigorous instruction in healthy eating choices. Weekly lessons provide valuable information to students and their families concerning food alternatives, menu choices at restaurants, food fitness and the diet/disease connection. Literacy is reinforced through reading food labels, recipes, and reading informative articles. The politics of food lobbyists is our social studies connection. Students create their own unique snacks and mini menus while applying their measurement skills. The classroom and science teachers are provided with the week's lesson prior to the Wednesday visit.

Parents receive a monthly calendar with meal suggestions incorporating the foods their children are sampling that month

The Healthy School Foods Program's lessons are well developed. They include clearly stated objectives, CCL standards, materials required and "The Hook" which really grabs our students' attention. Each instructional period includes a student practice tied to literacy, science, math or social studies.

National Chorale is the partnership providing music instruction in Grades Pre-K - 5. There are two choirs, one for the lower grade students and one for the upper grade students. Both choirs perform at the following events: the holiday show in December, the Black History Assembly in March, singing at graduations and, the School

Spirit Day Celebration in May and any other events that may arise. Our choir has been invited to participate at performances outside the building as well. The choir director, Mr. Steven Vaughan, has our students demonstrating their talents by writing and performing their own song parodies.

Our school has an active basketball team and a girls' mentoring program coordinated by the parent coordinator and parent volunteers. The girls meet once a week and are engaged in planned activities designed to bolster their self-esteem and build social, emotional and academic skills. Also tied to literacy, different areas are targeted through activities that ask each participant to write and deliver a positive commercial demonstrating why she is a good student/friend. Students wrote recipes for healthy self-esteem by listing what ingredients are needed to enhance self-esteem. Students wrote skits such as "Sounds Like Me" where several compliments were written about other members in the group and then collected. When read aloud by the group leader, it begs the question: can the girls identify themselves by hearing the compliment? There are many activities that they girls will be involved in during the school year preparing them for life, including college and career readiness.

The community based organization partnered with the school is the Gary Klinsky After-school program. The Gary Klinsky Children's Center (GKCC) provides after-school learning opportunities to children from low-income families attending some of New York City's lowest performing schools. Their supplemental instruction fosters reading, writing and critical thinking skills, all crucial in mastering the Common Core Learning Standards.

The program's curriculum is designed to yield tangible improvements in math and literacy and compliments the school's social studies program with in-depth studies of other cultures. GKCC divides the school year into two semesters- fall and spring. This school year the program is studying China and Ancient Chinese traditions. Homework assistance is an additional component that the program includes along with recreational activities every Friday. The program runs from 2:20 to 5:30 pm. Working parents can be assured that their children are in a safe environment from dismissal until pick up. The After School program services up to 150 students.

In consideration of our students' social-emotional development, we held an assembly conducted by **NED - N** (Never give up) **E** (Encourage) **O** (Others). Earlier in the school year, the NED program returned to PS 91. A 45 minute character education assembly was presented promoting positive attitudes and encouraging students and staff to do their best every day. Follow-up lesson plans and resources were provided to teachers to build on the excitement created by the initial assembly program making a long-lasting impact on our students. NED is a show that visits 2.5 million students each year throughout the U.S., Canada, U.K., and New Zealand.

Another initiative at PS 91 is the Leadership Assembly Programs. "Leadership is communicating people's worth and potential so clearly that they are inspired to see it themselves." (Stephan Covey). A series of assemblies addressing social-emotional development are held weekly for selected groups of students. The program is titled "7 Habits of Happy Kids". PS91 is preparing our students to become both academically and socially successful

We also partner with the NYPD. Police officers from the 71<sup>st</sup> Precinct visit our school fostering dialogues with our students. Anti-Bullying tactics are introduced through classroom discussions and on an individual basis as needed. Important information and awareness of cyber bullying are also imparted to the students.

Our school's mission is to create an environment whereby students are expected to master complex tasks through a standard-based academic curriculum that will prepare them to master the skills they need to succeed as lifelong learners, workers and productive citizens in this technological, global society. Staff delivers data – driven tailored instruction to meet the needs of every learner. Adjustments are made in the content and process of instruction so that all students can succeed and be prepared for college and career readiness.

According to our School Quality Guide our school is approaching standards in the following areas: Student

Progress, Student Achievement, and School Environment. Our school is meeting the target for closing the achievement gap. According to the State Accountability, our school is classified as *Focus*. However, since we have made progress for the last two years and we are eligible to be removed from this status next year if we again make progress and meet the additional removal criteria. The school will however remain in the *Focus* status for another year because our school is located in a *Focused* district.

For areas of celebration, our school's strengths are aligning the use of resources to support instructional goals that meet students' needs. The school also put structures in place to foster a positive learning environment, inclusive culture and student success. Teacher teams engage in collaborative practices using the inquiry approach to improve classroom practice.

Some challenges our school will address this year are to focus on curricula-aligned assessment practices that inform instruction, the use of research based effective instruction that yields high quality student work and to provide rigorous, engaging and coherent curricula aligned to the common core learning standards.

The DTSDE tenets in which the school made the most improvement is Tenet 2- *School leaders Practice and Decision*. In the Quality Review statement 2.4, the school is effective in developing and integrating a peer assessment component into the system of teacher observation cycles to encourage and support teachers to take ownership for their progress. In the quest to become effective in the other tenets, the school will:

- ❖ Develop and monitor formative and summative assessments to ensure alignment between curriculum and assessment to allow teachers to provide targeted feedback to students and enable teachers to address student areas for improvement
- ❖ Provide professional development for analyzing individual and group data that supports instruction and provides actionable feedback so that students take ownership of their learning; expand the use of self-assessment protocols for students to reflect upon and evaluate their own understanding.
- ❖ Proactively develop a plan to make sure that all students are well known by a staff member, collect, monitor and share data on how the community stakeholders strategically support the social and emotional development of students
- ❖ Proactively develop a plan to make sure that all students are well known by a staff member. Collect, monitor and share data on how the community stakeholders strategically support the social and emotional development of students.
- ❖ Further develop a focused plan for student achievement built upon high expectations for all students and ensure that this message is promoted in student, staff and parent communications. Provide professional development for staff and parents on how to build school-family partnerships around high expectations for student achievement.

## 17K091 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K .01,02, 03,04, 05	Total Enrollment	429	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	85.8%	% Attendance Rate	92.0%	
% Free Lunch	87.6%	% Reduced Lunch	6.0%	
% Limited English Proficient	8.7%	% Students with Disabilities	25.7%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American	93.2%	
% Hispanic or Latino	6.6%	% Asian or Native Hawaiian/Pacific Islander	N/A	
% White	0.2%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)	10.03	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	15.6%	Mathematics Performance at levels 3 & 4	15.8%	
Science Performance at levels 3 & 4 (4th Grade)	53.1%	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Learning Environment Survey.** Based on the Learning Environment Survey, 91% of parents agree/strongly agree that that their children **are** being provided with quality education while 85% of staff members feel that high priority is placed on teaching.

**3.3 DTSDE Findings.** According to the DTSDE aligned recommendations pg. 6 “ *teachers are only provided with partial exposure to how to integrate the instructional shifts when they enact the full curriculum* “

**3.3 DTSDE Findings.** During this review, it was noted that teachers posed questions where students were guided to ‘get the right answer’ rather than to think about what they were thinking or their reasoning. Further, it was noted that students were not given the opportunity to engage in higher –level meta-cognitive thinking that limits their potential to navigate similarly challenging tasks in the future.

**School Advance MOTP Report.** In looking at the school report from *Advance*, Component 3B is one of the lowest rated components in the school. There is a need to increase the quality of student discussion.

**New York State Assessment Data Analysis.** According to our School Quality Snapshot data, only 16% of our students are meeting the State standards on the State English test; the average score was 2.2 out of 4.5

According to the Capacity Framework Element – Rigorous Instruction, current data from *Advance and our recent Quality Review Report 3.3. 3.2*, there is a need to improve quality of student discussion and for student to build on each other’s ideas during class discussion. Students should be able to respect each other’s ideas and provide constructive feedback to their peers/teachers.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Through focused professional development all teachers will enhance their practice by facilitating and promoting rich student discussion throughout the instructional day. We will accomplish this through cycles of observation and feedback, targeted professional development around discussion facilitation techniques and encouraging students to build and apply their knowledge through discussion. By June 2015, 80% of teachers will achieve a rating of Effective or Higher on Danielson Domain 3B; Questioning and discussion of the Danielson Framework and student discussion logs (reflections) will indicate engagement in discussion reflecting about 90 % of students involved in more classroom discussions.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>❖ Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>❖ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>❖ Strategies to increase parent involvement and engagement</li> <li>❖ Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><b>Instructional Actions/Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>❖ Teachers will implement the Common – Core aligned curriculum; Expeditionary Learning in Grades 3-5 and Core Knowledge in K-2 focusing on text-based answers where students will have rich and rigorous conversation from common texts using text-dependent questions.</li> <li>❖ During professional development on Mondays teachers will use the curriculum maps to plan out lessons and pre-plan high order thinking questions to be used during instruction and to ensure that these questions are used for rich discussions.</li> <li>❖ Teachers will use the DOK to plan. Students will continue to use accountable talk prompts posted in the classroom to initiate discussions</li> </ul>	<p>All staff members</p>	<p>September 2014-June 2015</p>	<p>School leaders, coaches and grade level teacher teams and teachers</p>

<ul style="list-style-type: none"> <li>❖ Develop a reflective log for class discussion</li> <li>❖ Administrative staff will collect low inference data about student discussion in the classroom during observations and provide staff with actionable and timely feedback</li> </ul>			
<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>❖ Teachers will be involved in professional development around using the DOK to formulate tasks and encouraging discussion in the classrooms</li> <li>❖ Teacher will review and use information from the Effective and Highly Effective columns in the Danielson Framework as they plan their lessons</li> <li>❖ Teachers will develop a discussion rubric Teachers will be involved in professional development session around the shifts in literacy, specifically incorporating Shift 4 during literacy instruction.</li> </ul>	All staff members	September 2014-June 2015	School leaders, coaches and grade level teacher teams and teachers
<p><b>Addressing Student Needs</b></p> <ul style="list-style-type: none"> <li>❖ Teachers will provide some of the students e.g. ELL and Special Needs students with written questions prior to the lessons.</li> <li>❖ Teacher will pair students up during turn and talk taking students’ strengths and personal qualities in consideration where each will encourage each other to talk</li> <li>❖ Provide more wait time, about 3-5 seconds for these students to allow for the implementation of higher cognitive discussion</li> <li>❖ The use of devices such as concept maps/task cards to help students connect information that would assist them to have rich discussion</li> </ul>	All students/parents/guardians	September 2014 to June 2015	All staff members
<p><b>Parent involvement and engagement/ Element of Trust</b></p> <p>Parents will be invited to listen to class presentations by students. They will also be invited to school performances in December and March to observe skits and plays by students At PTA meetings students will present short skits to parents. For the month of November students presented a skit around bullying. Respectful discussions and adults listening to student ideas and incorporating them during instruction would strongly be encouraged by all staff members</p>	All students	September 2014- June 2015	All staff members, including coaches and administrators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- ❖ Administrative staff and instructional coaches will provide professional development, modeling and materials for staff
- ❖ The Danielson Framework, copies of the Shifts in Literacy and the DOK will be used
- ❖ The use of NYCDOE resources such as videos in ARIS learn will be utilized
- ❖ Grade teams will use common preparation periods allotted in the schedule to plan their questions relevant to the units of study.
- ❖ OTPS for consumable materials and workshop materials for both staff and students

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Project Intervention**

Beginning January 7, 2015 to April 2, 2015 150 students ( grades 1- 5) would be identified to work with 10 teachers for 22 Wednesdays and Thursdays; 1 hour per day in using test based evidence to answer and discuss questions  
 22 days x 1 Hour x 10 teachers; 2 paraprofessional – 22 days x 1hour x 2paras; 1 school aide for 22 x 1 hour x 1 staff and 1 supervisor for 22 day x 2 hours x 1 staff; 1 secretary x 22 days  
 Professional development and planning on Friday – 10 days for 2 hours for 10 teachers; 1 supervisor 10 days x 3 hours  
 Books & Materials for students

**Saturday Enrichment program** ( January 10- March 28) in Literacy for 10 days; 1.5 hours and 10 staff members for approximately a 100 students

Teachers 10 days x 1.5 x 10; 1 school aide 10 days x 1.5; 2 paraprofessionals 10 x 1.5 x 2; 1 secretary 10 days x 1.5and supervisor 10 days/ 2 hours

**Spring Academy**

April 6- 10 for days for 1. 5 hour per day for 100 students and 8 teachers

Teachers 5 x 1.5 x 8; 1 school aide 5 x 1.5 hours; 1 secretary 5 x 1.5; 2 paraprofessionals 5 x 1.5 x 2 and 1 supervisor 5 days x 2 hours

Books & Material for students

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

1 By February 2015 there should be more evidence of student discussion in the classroom noted during observations and by the use of classroom discussion rubric

2.By February 2015 at least 60% of staff should have ‘Developing’ or above as documented in Advance MOTP- 3B

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

**Part 1b. Needs/Areas for Improvement:**

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

. According to the **2014 Learning Environment Survey (LES)**, the following **strengths** connected with the Capacity Framework Element –Supportive Environment, were identified:

- ❖ 93% of the parent body feels that the school keeps them informed about services for their children such as tutoring, after-school programs, or workshops at school.
- ❖ 92% of the parent body feels that our school has high expectations for our students.
- ❖ 91% of the parent body feel that our school makes students and parents feel welcome

According to the **2014 LES**, the following **needs** were identified:

- ❖ 61% of the teachers feel they can trust each other.
- ❖ 68% of the teachers feel that students are often harassed or bullied in school

According to the **Elementary School Quality Snapshot** the following overall needs were identified:

- ❖ 87% of the parents are satisfied with the education that their child has received.
- ❖ 68% of the teachers feel that order and discipline are maintained at this school.

Based on the finding of the 2014 Learning Environment Survey, the Elementary School Quality Snapshot, there is a need for our school community to improve our school culture making it a safe place conducive to learning and developing a more positive social and emotional environment.

## Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Through the development of our school engagement and school pride campaign, the P.S. 91 Bumble Bees will REACH for the stars- Responding, Engaging, Achieving, and Climbing Higher, and the impact of this campaign will be evidenced by a decrease in 5% ORRS incidents reported and a 2% increase in the school’s attendance rate by June 2015.

## Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<b>Instructional Actions/Strategies/Activities</b> <ul style="list-style-type: none"> <li>❖ <b>Student Government:</b> Students feel a sense of pride for their school and community, and learn working together as a team. Student Government helps build future leaders for tomorrow’s world.</li> <li>❖ <b>Peer Mediation:</b> The purpose of peer mediation is to provide a positive outlet for students to resolve student-student conflicts with the assistance of a peer.</li> <li>❖ <b>Grade 5 Service Squad:</b> Students voluntarily offer and provide a service to the school community.</li> <li>❖ <b>Students Daily Recital:</b> The school-wide pledge and school motto will be recited during the morning announcements.</li> <li>❖ <b>A School Song/Rap:</b> <i>Song/Rap will be created</i> by a team of students and faculty members.</li> <li>❖ <b>Spirit Week:</b> Fun themes will be chosen for each day during Spirit Week; the student body will dress up each day to show their school spirit.</li> <li>❖ <b>Girl Mentoring Program:</b> This program will give girls the opportunity to be mentored by adults who give the girls social and emotional support.</li> <li>❖ <b>Bumble Bee Mascot School Visits:</b> The school mascot visits each class promoting and reinforcing school spirit throughout the school.</li> <li>❖ <b>71<sup>st</sup> Precinct “Respect for All” program:</b> The Police Department will make classroom visits to speak to students on a variety of issues and topics.               <ul style="list-style-type: none"> <li>❖ <b>High Expectation Posters:</b> Posters will be posted throughout the building, giving students</li> </ul> </li> </ul>	All students	September 2014- June 2015	All staff members, including coaches and administrators

<p>words of wisdom about high expectations socially, emotionally and academically.</p> <ul style="list-style-type: none"> <li>❖ <b>Student and Citizens of the Month:</b> This program recognizes students who have achieved honor roll status and excellent citizenship for the month.</li> <li>❖ <b>Attendance Awards and Incentives Program for Attendance:</b> Students with the highest attendance rate for the month will receive recognition. The classes with the highest attendance rate will receive a pizza party for their achievement.</li> <li>❖ <b>Guidance Program, “Anti-Bullying”:</b> The Guidance Counselor will implement an “Anti-Bullying” school- wide program</li> <li>❖ <b>“The Bumble Bees” Basketball Teams:</b> Volunteer faculty will coach <i>a boys and girls basketball team.</i></li> </ul>			
<p><b>Professional Development</b></p> <p>We will provide the following professional development sessions on fostering a positive school culture:</p> <ul style="list-style-type: none"> <li>❖ Behavior Management Strategies</li> <li>❖ Behavior Contracts</li> <li>❖ Positive Reinforcement</li> <li>❖ Review of mandatory Child Abuse Regulations</li> <li>❖ Impact of School Culture on Learning</li> </ul> <p><b>Addressing Student Needs</b></p> <p>The following strategies that will be implemented to address the needs of students with disabilities, English Language Learners, and other high-need student subgroups include, but are not limited to:</p> <ul style="list-style-type: none"> <li>❖ A program, “Adopt a Child” will be initiated throughout the school community and will include these subgroups.</li> <li>❖ Students in this subgroup will be a part of the student government, service squad and peer mentoring programs.</li> <li>❖ Creation of video clips that promotes the school environment.</li> <li>❖ “Tip of the Week” announcement made giving words of wisdom to the school community.</li> </ul>	All staff and students	September 2014- June 2015	All staff members, including coaches and administrators
<p><b>Parent involvement</b> In order to increase parent involvement and engagement, we will implement activities that include the entire school community.</p> <ul style="list-style-type: none"> <li>❖ Students will perform skits and other forms of entertainment during PTA meetings.</li> <li>❖ We will have “publishing parties” where parents will be invited to celebrate our young authors.</li> <li>❖ Movie nights will be opened to the entire school community</li> </ul>	Parents and students	September 2014- June 2015	Consultants and other staff members

<p>and student volunteers will assist.</p> <ul style="list-style-type: none"> <li>❖ Holiday shows and Special Assemblies will enhance our school culture by including the entire school community.</li> <li>❖ Finally, Math and Literacy Game Night will help us to create the social, emotional and academic school environment that promotes learning.</li> </ul>			
<p><b>Element of Trust</b>  PS 91 community will address the Capacity Framework element of Trust by working toward the shared goal of improving student outcomes, preparing students for success in school and beyond. All stakeholders, parents, students, staff, and the community at-large have a responsibility to each other and must build a relationship based on trust. Through our various programs and activities, school staff, parents, students, administrators and the community-at-large will connect and value each other through the programs and activities in place at PS 91.</p>	Parents, staff and students	September 2014- June 2015	All staff members, including coaches and administrators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Incidental funds for incentives and resources and materials for students and parents. Parent coordinator, guidance staff will coordinate the “Learning Hive” campaign.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.												
	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.												

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
❖ Decreased infraction by at least 50 % as reflected in OORS by February 2015				
❖ Improved attendance by at least 2 % by February 2015				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
❖ Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
❖ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

**Part 1b. Needs/Areas for Improvement:**

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

. According to the 2013-2014 **Learning Environmental Survey**, the following *strengths* connected with Capacity Framework Element – Collaborative Teachers, were identified:

- ❖ 87% of teachers confirm that PS 91 is a place where people work together on teams to improve their instructional practice.
- ❖ 93% of teachers use multiple forms of student achievement data to improve instructional decisions.

According to the 2013 - 2014 NYS **Assessment Data**, the following *strengths* connected with Capacity Framework Element – Cooperative Teachers, were identified:

- ❖ In comparing data from the 2012 and 2013 school years, it was observed that there was a 2% increase, from 14% to 16%, increase in the number of students who were at or above proficiency in Math.

According to the 2013 - 2014 **Learning Environmental Survey**, the following *needs* connected with Capacity Framework Element – Collaborative Teachers, were identified:

- ❖ 81% of teachers confirm that school leaders provide time for collaboration among teachers.
- ❖ 81% of teachers confirm that professional development experiences have included opportunities to work productively with colleagues
- ❖ 81% of teachers confirm that professional development experiences have provided content support 38% of teachers don’t trust each other

According to the 2013-2014 **Learning Environmental Survey**, the following *needs* connected with Capacity Framework Element – Collaborative Teachers, were identified:

In comparing data from the 2012 and 2013 school years, it was observed that there was an increase of 2% in the numbers of students who were below proficiency in Mathematics.

According to the DTSDE Aligned Recommendation 2013-2014, reviewers noted “During two math lessons, students had access to manipulatives, but in neither room did teachers or paraprofessionals use those tools effectively to support the child’s understanding of the concept.”

**Priority and Focus Quality Review Full Report and DTSDE Recommendations 2013-2014.**

According to the DTSDE review conducted during the 2013-2014 school year, we received a “Developing” in 4.5. In order for the school’s strategy and practices to align with the concepts in the Effective column of Tenet 4 the school should:

- ❖ 4.5: Provide professional development for analyzing individual and group data that supports instruction and provides actionable feedback so that the students take ownership of their learning. Expand the use of self-assessment protocols for students to reflect upon and evaluate their own understanding.

According to the Capacity Framework Element – Cooperative Teachers, the Learning Environment Survey and the Priority and Focus Quality Review DTSDE Recommendations 4.5, we have come to the conclusion that we should continue to provide our teachers’ with professional learning opportunities that strengthens their knowledge of Mathematics content relative to the grade level they serve. We also conclude that our teachers are in need of further support in developing strategies to allow multiple entry points into curricula and the use of best practices for student learning.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Through their participation in study groups, inter-visitations, common planning, inquiry around student work, and using data to inform their instructional practices, teams of teachers will increase their content knowledge and improve their instructional practices in delivering rigorous and engaging Go Math lessons to students. Each team’s progress will be measured through the collection and review of professional development logs, team meeting agendas and minutes, lesson plans and MOTP classroom observations. By June 2015, 75% of Math related classroom observations will be rated Effective in components 1A and 1E of the *Danielson’s Framework for Teaching*. Additionally, the percentage of students who make gains in grades K-5, on the Math MOSL, will be in the range of 80-85%.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>❖ Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>❖ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>❖ Strategies to increase parent involvement and engagement</li> <li>❖ Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<b>Instructional Actions/Strategies/Activities</b> <ul style="list-style-type: none"> <li>❖ Teachers will continue planning lessons using research-</li> </ul>	All students	September 2014-	All staff members,

<p>based instructional programs- Math: Go Math. Lessons planning will be inclusive of the Instructional Shifts in Mathematics and the Danielson’s Framework for Teaching in order to meet the needs of all learners.</p> <ul style="list-style-type: none"> <li>❖ Teachers will use rubrics aligned with the NYS Math assessments for evaluation of student products, use of student data for goal setting, student portfolios, research projects, and review and analysis of all sources of data to inform instruction to meet all student levels.</li> <li>❖ Collaborative teacher team meetings will take place to analyze student work, data and address the needs of students.</li> <li>❖ The use of observations as formative assessments will monitor student learning to provide ongoing feedback that can be used by teachers to improve their instruction and improve student learning.</li> <li>❖ Teachers will meet once per week during a common prep with grade level colleagues to develop rigorous common core aligned lessons and lesson plans that lead to well-developed student work products.</li> <li>❖ Academic Intervention Services will be provided to students as is needed to help with student progress and improvement.</li> <li>❖ Teachers will use multiple entry points during instruction to address the need of all students.</li> </ul>		June 2015	including coaches and administrators
<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>❖ Professional Development will be provided on differentiated entry points for students to access lesson information for independent learning and final products.</li> <li>❖ Coaches will facilitate Professional Development by assisting teachers to more effectively identify and analyze patterns and trends in data in order to inform their instruction.</li> <li>❖ Professional Development will be provided in analyzing individual and group data that support instruction and provide actionable feedback to students. Teachers will be trained in aligning rubrics to tasks and activities in order to be informed about student learning.</li> <li>❖ Professional development will be presented on providing students with actionable feedback.</li> <li>❖ Teachers will participate in professional development on the Instructional Shifts in Mathematics in order to acquire a deeper understanding of how to adjust their instructional practices.</li> <li>❖ Intensive training will be provided on Danielson’s Framework for Effective Teaching components 1a and 1e to deepen the understanding of each component and its connection to student learning and enhancing teaching practices in Mathematics.</li> <li>❖ Professional Development around book “Number Talk”</li> <li>❖ Study group on Monday and Tuesday professional</li> </ul>	Staff	September 2014- June 2015	All staff members, including coaches and administrators

<p>development on math literature and research Network staff will coordination professional development with teams of teachers</p>			
<p><b>Addressing Student Needs</b></p> <ul style="list-style-type: none"> <li>❖ Strategies that will be implemented to address the needs of students with disabilities, English language learners, and other high-need student subgroups include, but are not limited to: <ul style="list-style-type: none"> <li>○ Teach academic vocabulary</li> <li>○ Integrate Oral and Written Language Instruction into Content Area Teaching</li> <li>○ Concrete and Visual Models.</li> <li>○ Graphic Organizers and Foldables</li> </ul> </li> </ul>			

<ul style="list-style-type: none"> <li>❖ .</li> <li>❖ <b>Strategies to increase parent involvement and engagement</b></li> <li>❖ Teachers will provide workshop for parents during PTA meetings on topics such as Mathematic skills and the mathematics.</li> <li>❖ To increase parent involvement and engagement teachers will provide workshop for parent during PTA meetings on topics such as <ul style="list-style-type: none"> <li>○ Mathematic skills and the Instructional Shifts in Math</li> <li>○ Once per month on Tuesdays, Grade level teams will meet with parents to discuss student learning</li> </ul> </li> </ul> <p>Monthly newsletters will inform parents of the curriculum content activities and what is happening in mathematics specifically.</p> <p><b>Activities that address the Capacity Framework element of Trust</b></p> <p>School Leaders will help teachers acquire skills and expertise by providing opportunities for them to develop, grows, and learns from peers and experts. Quality Professional Development will be given to strengthen areas where improvement is needed in order to where improve student outcomes</p>			
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

In order to accomplish the aforementioned goals we will need to make sure that the following needs are addressed:

- ❖ Every teacher must have a teaching guide and all supporting material needed to implement the Go Math curriculum in their classrooms. Every teacher must utilize the program resources ([www.thinkcentral.com](http://www.thinkcentral.com) – Go Math) and supporting materials need to implement the activities associated with the EngageNY.org curriculum.
- ❖ Every student must have a Go Math student workbook, Go Math practice book, manipulatives and resources from the adjoining Engage NY curriculum activities. Every student must have a copy of the tasks and practice sets from the EngageNY.org curriculum.
- ❖ In order to relieve homeroom teachers to attend professional development sessions during the day, we

need to hire substitute teachers. The use of per – diem staff to supervise classes will allow for on-site professional development.

- ❖ Funding to pay for professional development sessions provided by contracted vendors.
- ❖ Administrative staff and instructional coaches will provide professional development, modeling and materials for staff. Additionally staff will provide training opportunities for parents during parent teacher meeting or during Parent Engagement on Tuesdays after school.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	Title I 1003(a)	Title IIA	Title III	P/F Set-aside	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

In order to provide Math enrichment, students would be involved in **Project Intervention** Beginning January 7, 2015 to April 2, 2015 150 students (grades 1- 5) would be identified to work with 10 teachers for 22 Wednesdays and Thursdays; 1 hour per day  
 22 days x 1 Hour x 10 teachers; 2 paraprofessional – 22 days x 1hour x 2 paras; 1 school aide for 22 x 1 hour x 1 staff and 1 supervisor for 22 day x 2 hours x 1 staff; 1 secretary x 22 days  
 Professional development and planning on Friday – 10 days for 2 hours for 10 teachers; 1 supervisor 10 days x 3 hours  
 Books & Materials

**Saturday Enrichment program** ( January 10- March 28) in Literacy for 10 days; 1.5 hours and 10 staff members for approximately a 100 students  
 Teachers 10 days x 1.5 x 10; 1 school aide 10 days x 1.5; 2 paraprofessionals 10 x 1.5 x 2; 1 secretary 10 days x 1.5 and supervisor 10 days/ 2 hours

**Spring Academy**  
 April 6- 10 for days for 1. 5 hour per day for 100 students and 8 teachers  
 Teachers 5 x 1.5 x 8; 1 school aide 5 x 1.5 hours; 1 secretary 5 x 1.5; 2 paraprofessionals 5 x 1.5 x 2 and 1 supervisor 5 days x 2 hours.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

1 By February 2015 there should be evidence of student improvement in Math as noted during observations, student work products, and by multiple assessment results.

2. By February 2015 at least 60% of staff should have ‘Developing’ or above as documented in Advance MOTP- 1A and 1E

**Part 6b.** Complete in **February 2015.**

❖ Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
❖ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Learning Environment Survey.** Based on the Learning Environment Survey, 90% of the teachers say that the Principal places high priority on the quality of learning.

**2.2 DTSDE Findings.** According to the DTSDE school leaders have established a systematic way to conduct cycles of teachers observations which are tied to professional goals set by teachers and lead to the of professional development resources and improved student learning. Pg. 3.

**2. 3 DTSDE Findings.** During this review, it was noted that the school leaders need to “improve teacher pedagogy to developing understanding of the instructional shifts required by CCLS, so that teachers can make adjustments and effective use of curriculum resources..... “As a result it was noted that students including English language learners and students with disabilities are not sufficiently supported in producing work products. This limits their ability to engage in appropriately challenging tasks.” Pg.4 and 5.

**School Advance MOTP Report.** In looking at the school report from *Advance*, Component 3B and 3C one of the lowest rated components in the school. There is a need to increase the quality of student discussion.

**New York State Assessment Data Analysis.** According to our School Quality Snapshot data, only 16% of our students are meeting the State standards on the State English test; the average score was 2.2 out of 4.5 According to the Capacity Framework Element – Effective School Leadership, current data from *Advance and our recent Quality Review Report* indicator 2.2 and 2.3 , it is important that school leaders set high goals for quality instruction by knowing what’s going on in classroom and monitoring student progress towards rigor and discussion

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will receive individualized feedback through cycles of observations using the *Danielson’s Framework* and targeted professional development, resulting in 80% of teachers rated ‘Developing’ or above on the HEDI scale for components 3B and 3C on the *Framework*. As a result there will be increased student performance on NYS ELA and Mathematics assessments.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>❖ Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>❖ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>❖ Strategies to increase parent involvement and engagement</li> <li>❖ Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> Who will be targeted?	<b>Timeline</b> What is the start and end date?	<b>Key Personnel</b> Who is responsible for implementing and overseeing the activity/strategy?
<b>Instructional Actions/Strategies/Activities</b> <ul style="list-style-type: none"> <li>❖ Develop and integrate a peer assessment strategy and practices into the system of teacher observation cycles to encourage and support teachers to take ownership for their progress.</li> <li>❖ Plan release time so that teachers can get into other teachers’ classroom in our school at least two times per year. Spend time and money observing the “best of the best.”</li> <li>❖ Teachers will use the DOK to plan their questions. Students will use accountable talk prompts posted in the classroom to initiate discussions</li> <li>❖ Administrative staff will collect low inference data about student discussion in the classroom and provide staff with actionable and timely feedback</li> <li>❖ Teachers will use the Danielson’s Framework as a guide while they plan instruction.</li> <li>❖ Principal Conducts initial planning conferences with staff</li> <li>❖ Administrators formal and informal observations with staff</li> <li>❖ Administrators will provide targeted professional development based on individual needs of staff</li> <li>❖ Administrators will observe and document progress</li> </ul>	Staff	September 2014- June 2015)	All staff members, including coaches and administrators

<p><b>Addressing Student Needs- 3B</b></p> <ul style="list-style-type: none"> <li>❖ Teachers will provide some of the students e.g. ELL and Special Needs students with written questions prior to the lessons.</li> <li>❖ Teacher will pair students up during turn and talk taking students' strengths and personal qualities in consideration where each will encourage each other to talk</li> <li>❖ Provide more wait time, about 3-5 seconds for these students to allow for the implementation of higher cognitive discussion</li> <li>❖ The use of devices such as concept maps/task cards to help students connect information that would assist them to have rich discussion</li> </ul> <p><b>3C</b></p> <ul style="list-style-type: none"> <li>❖ Provide multiple entry point for students</li> <li>❖ Use groupings that are suitable to lesson activities and students' needs</li> <li>❖ Adjust the pacing of the lesson and provide more scaffolding</li> <li>❖ Provide materials and resources that support student needs</li> <li>❖ Give students choice in activities</li> </ul>	<p>ELLs and Special needs students</p>	<p>September 2014- June 2015</p>	<p>All staff members, including coaches and administrators</p>
<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>❖ Teachers will be involved in professional development around using the DOK to formulate questions</li> <li>❖ Teacher will review and use information from the Effective and Highly Effective columns in the Danielson Framework as they plan their lessons</li> <li>❖ Teachers will develop a discussion rubric to track students discussion</li> <li>❖ Teachers will use resources from ARIS specific to 3B and 3C</li> </ul>	<p>Teachers</p>	<p>September 2014- June 2015</p>	<p>All staff members, including coaches and administrators</p>
<p><b>Strategies to increase parent involvement and engagement/Trust</b></p> <ul style="list-style-type: none"> <li>❖ Parents will be invited to listen to class presentation by students. They will also be invited to school performance in December and March to observe skits and plays by students</li> <li>❖ At PTA meetings students will present short skits to parents. For the month of November students presented a skit around bullying.</li> <li>❖ Respectful discussions and adults listening to student ideas and incorporating them during instruction would strongly be encouraged by all staff members</li> </ul>	<p>Staff and parents</p>	<p>September 2014- June 2015</p>	<p>All staff members, including coaches and administrators</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- ❖ Administrative staff and instructional coaches will provide professional development, modeling and materials for staff
- ❖ The Danielson Framework , Copies of the Shifts in Literacy and the DOK will be used
- ❖ The use of NYCDOE resources such as videos in ARIS learn will be utilized
- ❖ Grade teams will use common preparation periods allotted in the schedule to plan their questions relevant to the units of study.

❖ OTPS for consumable materials and workshop materials for both staff and students

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- ❖ Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- ❖ Specify a timeframe for mid-point progress monitoring activities.

February 2015 will be the time for mid-point progress monitoring. Supervisors will assess staff progress after each round of observation to monitor progress or a lack thereof

Evidence of improvement in student discussion and student engagement during lessons will be captured by use of the Danielson Framework during cycles of observation and feedback.

**Part 6b.** Complete in **February 2015.**

❖ Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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❖ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

**Part 1b. Needs/Areas for Improvement:**

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**NYC School Survey 2013-2014 – 6.3**

In the area of reciprocal communication, based on the parent responses in the school survey

- ❖ 79% of parents feel that the school keeps their child on track for college, career, and success in life after high school.
- ❖ 82% of parents feel the school communicates to them and their child what is needed to do to prepare my child for college, career, and success in life after high school.

**NYC School Survey 2013-2014 – 6.4**

In the area of partnerships and responsibilities,

- ❖ 83% of parents say the school offers a wide variety of course, extracurricular activities, and services to keep their child interested in school
- ❖ 85% of parents feel that the school gives their child extra help when it is needed.

**NYC School Survey 2013-2014**

71% of parents stated that they have been invited to their child’s school at least 3 or more times.

**DTSDE Recommendations 2013-2014- 6.2**

During this review it was noted that the school must further develop a focused plan for student achievement upon high expectations for all students and ensure that this message is promoted in student, staff and parent

communications. Provide professional development for staff and parents on how to build school-family partnerships around high expectations for student achievement.

According to the Capacity Framework- Strong family-Community ties, from our Learning Environmental Survey and QR indicators 6.2 and 6.3 parents need to be invited to more school events, creating a welcome atmosphere and empowering parents so that the entire school community could work together to enhance student achievement

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of parents will be invited to a minimum of 15 events in the school (for example: workshops, meetings, presentations, student performances, small group sessions and teacher presentations around instruction) with the school’s Learning Environmental Survey reflecting at least 80% of parents attending 3 or more events.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>❖ Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>❖ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>❖ Strategies to increase parent involvement and engagement</li> <li>❖ Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><b>Action/Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>❖ Have students return tear-off sheets with parents’ signature stating whether they will attend the events. Incentives such as raffles and pizza parties will be given to classes with the most tear-off returned.</li> <li>❖ Parents will complete an evaluation form at the end of meetings stating one thing they learn and suggestions for improvements and topics.</li> <li>❖ Thank you cards (possibly made by students) would be sent to parents who attended events.</li> <li>❖ Parents will receive little incentive for every 3 events they attend.</li> <li>❖ A revised survey will be sent to parents to collect information about topics of interest and available times when they can attend meeting</li> <li>❖ Parents will continue to receive monthly calendars, notices and phone messages informing them about events in the school.</li> <li>❖ The school will continue to hold various events such</li> </ul>	<p>All parents/Students</p>	<p>November 2014 – April 2015</p>	<p>Point persons: Principal, Assistant Principal, Teachers</p>

<p>as Coffee with the Principal, Chat and Chew, PTA meetings, class events, school performances and many more activities.</p> <p><b>Programs/Professional Development</b></p> <ul style="list-style-type: none"> <li>❖ Center for Integrated Teacher Education (CITE) Professional Development –will provide a series of workshops for parents, including parents of ELL students. Each workshop will be offered after school for 60-90 minutes. Each workshop will cover: "Helping Your ELL Child Learn English" ;"Homework Without Tears"; "Computer Basics"; "Dealing with Test Anxiety"</li> </ul>			
<ul style="list-style-type: none"> <li>❖ Food and Nutrition Education “programs that turn research into action” (Cornell University) - This program will offer parents a 2 series of workshop (6/8 weeks) on “Building healthy eating habits”. Each workshop is approximately 2 hours in length. Parents’ strengths and experiences will enrich the learning environment. They will learn from their educators, but also develop knowledge and skills by interacting with each other.</li> <li>❖ Through creative food experiences, participants will learn about affordable, accessible and healthy meal choices. A minimum of six sessions before graduation ensures that healthy habits become integrated as lifestyle changes.</li> <li>❖ Healthy School Foods will continue to work with both our parents and students around preparing healthy meals thus building capacity and expertise in the community and maximizing engagement.</li> </ul>	Parents		
<ul style="list-style-type: none"> <li>❖ For the 40 minutes on Tuesday staff will plan parent workshop s to help parents better prepared to support their children with instruction; staff will prepare newsletters, communicate with parents via phone or email or have small group meetings.</li> </ul>	Parents		
Teachers and families will think of each other as partners in educating children by maximizing communication and increasing collaboration.	Parents/teachers/students		

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The Parent Coordinator will participate in planning and implementing most workshops. Handouts and materials will be photocopied or purchased. The Parent Coordinator will notify of parents through letters, flyers and auto-messenger of all upcoming events. Consultants will present some of the events.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- ❖ Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- ❖ Specify a timeframe for mid-point progress monitoring activities.

- By January 2015, a parent survey will be developed and distributed to determine further needs for professional development. This will be presented during the monthly Parent Teaching Association meeting.
- By January 2015, all sign-in sheets and agendas will be reviewed for attendance.
- By February, the school will analyze the percentage of tear- offs returned back to the school.

**Part 6b.** Complete in **February 2015.**

❖ Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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❖ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p><b>Grades K-1</b></p> <ul style="list-style-type: none"> <li>• Teacher recommendations</li> <li>• Academic progress (student is unable or delayed in the ability to form sounds associated with letters or forming letters associated with sounds)</li> <li>• Informal/ Formative assessments</li> </ul> <p><b>Grades 2-3</b></p> <ul style="list-style-type: none"> <li>• Teacher recommendation</li> <li>• Fountas &amp; Pinnell Benchmark</li> <li>• Local Benchmark assessment</li> <li>• Lack of academic progress</li> </ul> <p><b>Grades 4-5</b></p> <ul style="list-style-type: none"> <li>• Level 1 or 2 on NYS ELA Assessment</li> <li>• Fountas &amp; Pinnell Benchmark Assessment</li> <li>• Local Benchmark assessment</li> </ul> <p>Students at-risk of not achieving a level 3 on the NYS ELA assessment Review of: -Report Cards -Writing Samples -IEPS -Part 154 performance standards for LEP/ELL</p>	<p>Teachers plan multiple entry points into curricula. Our students who are struggling to achieve the Common Core Standards in English Language Arts receive additional assistance from their qualified classroom teacher, literacy coach, special education teacher and speech providers. Core knowledge and Expeditionary Learning and are being used in the school and writing is embedded in both these programs. Imaginary learning is also used as a research based reading program to for students to improve their reading skills using technology.</p> <p>During the school day a variety of informational and literary text are used from the DOK, RTI and curriculum mapping to infuse instruction.</p>	<p>Students who need additional support are provided with small group instruction inside the classroom during the literacy block.</p>	<p>Students who need additional support are provided with small group instruction inside the classroom during the literacy block. This is done in small groups and in some cases one – to – one. ELL students are pulled out during the school day and stay three times after school during the week and on Saturdays. Some teachers in the ICT classes work with small groups or individuals to do remedial work in ELA in nearby classrooms</p>

	-Attendance records			
<b>Mathematics</b>	<p><b>Grades K-1</b></p> <ul style="list-style-type: none"> <li>Teacher recommendations</li> <li>Academic progress (student is unable to associate numbers with names nor lack of ability to count)</li> <li>Informal /formative assessments</li> </ul> <p>Grades 2-3</p> <ul style="list-style-type: none"> <li>Teacher recommendation</li> <li>School’s Baseline assessment</li> <li>Local Benchmark assessment</li> <li>Lack of academic progress</li> </ul> <p><b>Grades 4-5</b></p> <ul style="list-style-type: none"> <li>Level 1 or 2 on NYS Math Assessment</li> <li>Math Baseline Assessment</li> <li>MOSL (Local Benchmark assessment)</li> <li>Students at-risk of not achieving a level 3 on the NYS Mathematics assessment</li> </ul> <p>Review of:</p> <ul style="list-style-type: none"> <li>-Report Cards</li> <li>-Writing Samples</li> <li>-IEPS</li> <li>-Part 154 performance standards for LEP/ELL</li> <li>-Attendance records</li> </ul>	<p>To support our students, math instruction is tiered at various levels. Our AIS students are given more manipulatives and the use of technology to assist them.</p> <p>The ‘GO Math” and program has specific built in programs for Re-teaching of skills and the use of multiple strategies are purposely introduced to struggling students. Students are grouped based on data and support is given to students by a way of one - on - one instruction in the classroom, or through a pull out program.</p> <p>For struggling English Language learners extended day is provided three times after school and once on the Saturdays</p>	<p>Students who need additional support are with small group instruction inside the classroom during the math block.</p> <p>This is done small groups and in some case one – to - one</p>	<p>Students who need additional support are provided with small group instruction inside the classroom during the literacy block.</p> <p>This is done in small groups and in some case one – to – one. ELL students are pulled out during the school day and stay three times after school during the week and on Saturdays.</p> <p>Some teachers in the ICT classes work with small groups or individuals to do remedial work in ELA in nearby classrooms</p>
<b>Science</b>	<ul style="list-style-type: none"> <li>Grade 4 ESPET with a score of 30 or less on objective portion</li> <li>Local Benchmark assessment</li> </ul> <p>Review of:</p> <ul style="list-style-type: none"> <li>-Report Cards</li> <li>-Writing Samples</li> <li>-IEPS</li> <li>-Part 154 performance</li> </ul>	<p>The Science specialty teachers have small group instruction inside the classroom during the science instruction. This is done in small groups and in some case one – on - one.</p>	<p>Students who need additional support are provided with small group instruction inside the classroom during the science instructional Imaginary Learning</p>	<p>Students who need additional support are provided with small group instruction inside the classroom during the science. This is done in some cases one on one.</p>

	standards for LEP/ELL -Attendance records			
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Teacher recommendation</li> </ul> Review of: -Report Cards -Writing Samples -IEPS -Part 154 performance standards for LEP/ELL -Attendance records	During the social studies periods, teachers have small group instruction to target and support Social Studies content. Rand McNally websites are available for teachers to reinforce map skills. Social Studies will be interwoven in other content areas such as ELA.	Students who need additional support are provided with small group instruction inside the classroom during social studies or this is done in small groups and in some areas of literacy instruction. This is done in small groups and in some cases on a one-to-one basis or in small groups	Students who need support are provided with small group instruction inside the classroom during science. This is done in small groups and in some cases one-to-one.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher recommendation Review of: <ul style="list-style-type: none"> <li>- Anecdotal</li> <li>- Incident reports</li> <li>- Parent Concerns</li> <li>- Individualized Educational Plan</li> <li>- Outside agency concerns</li> <li>- Pupil Personnel referrals</li> <li>- School Implementation referrals (SIT)</li> </ul> Response To Intervention Referrals (RTI)	The Guidance counselor provides At-Risk and mandated counseling to our students. They hold individual and group sessions that target social and behavioral goals. In addition, they participate in the Pupil Personnel and academic Intervention team to provide input for students who are at the great risk of not meeting standards. They help set goals and monitor progress of these children. The school psychologist conducts classroom observations for any student who is at risk of being referred for special education and provides preventative services to the students as a way of avoiding a referral. The school psychologist also participates in the Pupil Personnel	Small groups / one-to-one.	During the school day.

		<p>Team to provide strategies for students. The School Social worker conducts classroom observations for any student who is at risk of being referred for special education and provides preventative services to the students as a way of avoiding a referral. The Social Worker also participates to provide strategies for students at risk of not meeting standards due to behavioral or social issues. In addition, she set goals and monitors progress for these students and is a link between school and home. The SIT identifies students who may be also at for at risk</p>		
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## 17K091 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	429	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		85.8%	% Attendance Rate	92.0%
% Free Lunch		87.6%	% Reduced Lunch	6.0%
% Limited English Proficient		8.7%	% Students with Disabilities	25.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	93.2%
% Hispanic or Latino		6.6%	% Asian or Native Hawaiian/Pacific Islander	N/A
% White		0.2%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		4.34	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	10.03
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		15.6%	Mathematics Performance at levels 3 & 4	15.8%
Science Performance at levels 3 & 4 (4th Grade)		53.1%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

## 17K091 School Information Sheet Key

### School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	429	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	85.8%	% Attendance Rate			92.0%
% Free Lunch	87.6%	% Reduced Lunch			6.0%
% Limited English Proficient	8.7%	% Students with Disabilities			25.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			93.2%
% Hispanic or Latino	6.6%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	0.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			10.03
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	15.6%	Mathematics Performance at levels 3 & 4			15.8%
Science Performance at levels 3 & 4 (4th Grade)	53.1%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. 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.
<p>Resumes for staff are carefully scrutinized by the principal and the hiring committee. Upon consensus, prospective staff members are invited for an interview. For classroom teachers, they are asked to conduct a demonstration lesson. For such positions as psychologist and social workers, district supervisors are asked to attend the interview. The committee makes recommendation for hiring and the principal makes the final decision on whether to hire a staff member. Persons are recruited during job fairs, the Open Market or upon recommendation by other professionals. During the recruitment process and prior to the commencement of employment, certification credentials are verified. Teachers' assignments are based on their qualification.</p> <p>Professional Development is offered to the staff that comes to the school. Staff members are also sent on professional development provided by the DOE and the Network Staff. This information is then turn keyed within the grades. Administrative staff takes part of CSA's ELI workshops for supervisors and workshops given by the Leadership Academy and our CFN. All information is facilitated to all staff members during monthly Faculty and Grade Conferences. Our CFN provides ongoing professional development for staff both onsite and offsite, during the school day and after school. There is intra and inter visitation by staff to observe best practices. Staff also attends conferences offered by Teacher's College. The administrative staff also provides support by modeling for staff members.</p> <p>Consultants, such as the AUSSIE and CITE providers are invited to the school to provide differentiated professional development for staff. The data specialist and the literacy coach conduct lunch and learn and other sessions after or before school. All new staff members are mentored by seasoned professionals</p>

**2b. 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).
<p>This is the fourth year that our school is implementing the CCSS. Units of studies and curriculum maps were developed that are aligned to the CCSS. At the beginning of the school year, staff members were given professional development around these documents. During grade planning teachers meet in teams by themselves or with administrators and/or with coach to plan these lessons for students. Teachers set personal goals around pedagogy and based on their needs, professional development would be planned for these staff members. As administrators conduct the cycles of observation and noticed trends for improvement, professional development</p>

sessions would be planned at the school level, by the network and by the DOE staff. Curriculum materials will be reviewed monthly and based on data if need be, adjustment would be made to the curriculum. Grades 3- 5 teachers studied the Item Analysis from the last NYS tests and we have identified areas of need- standards that the school is doing poorly in both in Math and ELA. Professional development sessions will be planned with these critical areas in mind, so that teachers can developed the skills to roll out LLS standard based instruction with our students. We will hire CITE consultants and other consultants to provide professional development sessions including in areas of English Language learning for the staff.

Teachers meet in teams on Monday professional development sessions to look at students work, set goals and developed strategies for students. The IEP coordinator and administrative staff will continue to meet with paraprofessionals to discuss how they can support the teachers with delivering standards based instruction. Paraprofessionals are also part of the curriculum planning team. Administrators and coaches will continue to attend workshops around standards and curriculum and turnkey information to staff. The Leadership Academy, network staff and CSA will collaborate with us to provide the necessary professional development for staff.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).  
N/A

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

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

#### 4b. 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.

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

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$424, 687	X	
Title I School Improvement 1003(a)	Federal	none		
Title I Priority and Focus School Improvement Funds	Federal	\$102,628	X	
Title II, Part A	Federal	\$132,788	X	
Title III, Part A	Federal	none		
Title III, Immigrant	Federal	none		
Tax Levy (FSF)	Local	2,289,013	X	

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **P.S 91, The Albany Avenue 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 the school and the families. The 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 the school community. **P.S. 91, The Albany Avenue 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template**

**P.S. 91**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

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

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

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

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>488</b>	Total number of ELLs	<b>31</b>	ELLs as share of total student population (%)	<b>6.35%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	0	0	3	1	1								8
Intermediate(I)	2	3	1	3	0	2								11
Advanced (A)	2	0	2	1	4	2								11
Total	7	3	3	7	5	5	0	0	0	0	0	0	0	30

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	3	0	0	0	4
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
  - For early literacy, our ELL students are using assessments from the Wilson Foundation program. In addition, teachers are conducting running records 3 times a year from TCRWP to assess student reading level. Students are also assessed on the ELA performance tasks which will be done 3 times a year. Many of our ELL students are functioning between Level A & B reading levels. As we assessed the

first performance task, the ELL students are struggling with writing full sentences. From data conversations with the teachers, staff members are tailoring instruction to meet the needs of the students. Teachers are conducting more guided reading with these students and using more scaffolding such as drawing and labeling and graphic organizers to help these students become better writers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
There are currently 43 English Language Learners enrolled at P.S. 91. Seventeen(39.5%) are newcomers. Thirteen of these newcomers (76.5%), scored at the beginner level on the LAB-R. The rest are advanced. Overall 67.4% of our Ls are beginners or intermediates. 11.6% of our English Language learners have IEPs. An analysis of the NYSESLAT for this year indicates that a high percentage of our Ls did not made progress on the Listening/Speaking strand. This was in sharp contrast to previous years when the data had consistently showed good progress from year to year. We think that this could be due to the changes make to the NYSESLAT. An analysis of performance data on the New York State tests in ELA and math was done to determine the needs of our ELLs' in these areas. This past year, the majority of our ELLs' scored a two on the state ELA and math. We believe that with additional support in the math content area, all our students will be able to meet standards. Therefore, more support in the language of mathematics, including word problem strategies and math vocabulary will be provided.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
Through balanced literacy instruction and workshop model teaching, teachers will target the modalities during instructions. Students will work in small groups an instruction will be differentiated to meet the needs of students. Students must be given adequate time to read and build their comprehension skills. They must be involved in the writing process daily.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a. In analyzing both the NYSESLAT and the NYS tests, our ELL students are not making progress in reading and writing. About 20 students across the grades are at the beginning levels. For the entire ELL population, there is an overall of 10 advanced students. The advanced students in grades 4 & 5 did havenot advanced scores for reading and writng. Only 2 students are proficient in ELA, scoring level 2's. The students are having higher levels of proficiency in listening and speaking and low levels in reading and writing. Students were not given any tests in their native language . 4b A comprehensive analysis of students' needs, as measured by the State and City-wide standardized assessments, was pivotal in the definition and in the creation of a prioritized list of areas for improving student performance. This analysis will serve as a guide in the implementation of effective strategies for meeting the needs of the ELL students and for providing intensive professional development for teachers. There is ongoing teacher inquiry work for looking at data and the findings are used to inform instruction. Teachers are aware of the data on each student and they set both long term and interim goals targeted at meeting the needs of these students. Instruction is differentiated to meet the needs of students. Students will be constantly assessed to monitor progress and to revise goals. Students will be given extra tutoring during the AIS periods and the extended day. Classroom teachers will be provided with professional development so that they can target areas of needs for students. Listening centers will be in all classrooms and students will be given tasks whereby the have to listen and follow direction. Materials will be purchased at various levels so that teachers can scaffold for our students in reading and writng. Technology will be used to compliment student learning. 4c No periodic assessment was conducted as yet. However, from previous administration of the assessment teachers were able to indentify students' weaknesses. They were able to group students according to needs and tailor instruction for them.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
In order to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5) we review the NYSESLAT, NYS ELA, & Math scores, as well as benchmarks these students should have met to identify which tier of RtI intervention services the students require. Depending on their tier placement, the students program is differentiated in order to work with assigned staff members to receive the needed services.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
At P.S. 91 the language development of our English language learners is paramount. Our goal is to prepare all our students to be college and career ready. However, we understand that English Language learners span a range of first languages, educational background and socioeconomic statuses. We recognize that they bring with them many resources that can enhance their education. With this in mind we make sure that our teachers receive the training needed to prepare them to support our English Language learners. We assess our English Language Learners in order to adjust and differentiate instruction and to provide them with the

appropriate instructional support.

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

7. For dual language programs, answer the following:
- 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: N/A

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

NYSESLAT results

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

## Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
The initial identification of students who may possibly be ELLs is as follows:
  - All students are identified upon enrollment through the completion of the HLIS form by parents and screened by the ESL teacher for eligibility. HLIS forms are distributed in various languages to ensure the family understands the information presented and the copy given to the parent, will match the home language of the family.
  - Certified staff members who have language translation ability are on hand for formal and informal oral interviews in English and Native Language where possible.
  - Once the home language is determined, the ELL student entering the NYC system for the first time is assessed using the LAB-R
  - If the student receives a score as beginning, intermediate or advanced, the student is then placed in the Free standing ESL pull out/push in program
  - Student eligibility for ESL or bilingual services will be determined through assessment to ascertain whether s/he is an ELL and this process is completed within ten (10) school days of initial enrollment by our certified ESL teacher, with available translation services.
  - Parents of eligible students will be notified of results. Students will be flagged in ATS

1. All new students whose Home Language Identification Survey indicate that Spanish is the home language, and scores at or below the LAB-R cut scores, is administered the Spanish LAB.
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

P.S. 91 offer only ESL. This is communicated to parents during the orientation meeting. Parents whose preference is either a Dual Language (DL) or Transitional Bilingual program, are informed of their right to transfer their child to another school in the district that has the program. If a either a Dual Language or a Transitional Bilingual Education program were to become available at P.S. 91 parents who had previously chosen those programs but opted to remain in our ESL program will be contacted by the parent coordinator. Structures that are in place at this school to ensure that parents understand the choices Traditional Bilingual, Dual Language and Free and Free Standing ESL. Once it has been determined that the student is an english language learner, parents are notified, and are invited to an orientation meeting. During the meeting they watch the parent orientation video in their preferred language, and complete the parent survey as well as the program selection forms. Parents are giving the opportunity to discuss and ask questions about the three program options and are allowed to choose the program best suited for their child. Parents are informed that they have the option of transferring their child to another school in the district if their first choice is not available at our school. These parent orientation meetings are available as needed on an ongoing basis throught out the school year. Parents are also informed about the annual evaluation for ELL using the NYS English as a Second Language Achievement Test (NYSESLAT).

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

At P.S. 91, entitlement letters are delivered/distributed to parents in students' book bags. And the ESL teacher or the parent coordinator follows up with phone calls. All letters are written in the student's home language or the parent preferred language. Parents complete the survey and program selection form after attending the parent orientation meeting. If parents need more time to make a decision the parent coordinator will follow up. We ensure 100% survey and program selection form return by monitoring and placing follow up calls when necessary. We strive for 100% parent orientation attendance by following up and offering flexible times for parents to attend. After parents attend the orientation session and complete the survey and program selection form, these forms collected by the ESL teacher and are filed in the ESL binder. Continued entitlement letters, placement letters, and non-entitlement letters are also sent home to parents in students' book bags and are filed in the ESL binder.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language. Placement letters, continued entitlement letters, and non-entitlement letters are also sent home to parents in students' book bags and are filed in the ESL binder. At P.S. 91 we honor parent's program choice. Parents that prefer either a Dual Language (DL) or Transitional Bilingual program are given a list of schools in the district that offer these programs, and are inform of their right to transfer their child to any of these schools. The ESL teacher updates the ELPC screen in ATS within 20 days of an ELL enrolling in our school.

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

As mandated by Commissioner's Regulation and Title III of the ESEA, all ELLs at PS 91 are assessed yearly with the NYSESLAT. The first step towards the administration of this test is the parent workshop. During this meeting we communicate to parent the importance of the NYSESLAT and what they can do to help their children prepare. Then the principal or assistant principal assemble a team that is usually compose of the test coordinator, the ESL teacher and several certified classroom teachers. During this meeting, testing schedule and locations are determined. The ESL teacher compiles a list of all students to be tested using the RLER ATS report. He writes the names of the students on the speaking score sheets, and uses polybags to organize the grids into grade/class bands. He also keeps track of absent students and schedules make up sessions. Upon arrival, the NYSESLAT is inventoried and is secured in the principal's office until it is given. The speaking section of the NYSESLAT is administered individually and is scored by a teacher other than the student's ESL or ELA teachers. The reading, writing and listening sections are administered in groups. For the reading and writing parts of the test, ELLs with disabilities are given the testing accommodations specified in their 504 plans or IEPs with two exceptions: The first is that the Reading subtest is not read to any student. Secondly, on the Writing subtest, students do not receive assistance with spelling, grammar, paragraphing or punctuation. We follow state guidelines when scoring the constructive response questions on the Writing subtest. No individual teacher is allowed to score more than half of the constructive response questions in any student's Writing subtest booklet. And the ESL or the student's Language art teachers are not permitted to score any of the constructed response questions. All students are tested within the state specified testing window for each test section. The test is untimed.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
After reviewing the Parent Selection Forms for the past two years we have noticed that 99% of the parents selected the freestanding ESL program as their first choice. Parents who chose transional bilingual education model reverted to our program as

they experienced difficulties in getting their programs. Program models offered at P.S. 91 are aligned with parent requests. All grades are served through the /push-in pull-out model. Parents are assured that there is a degree of planning between the ESL teacher and the teacher whose class the child is pulled out of for the service, so there is some form of continuity of the child's learning.

## 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])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
The only program for English Language Learners offered at P.S. 91 is ESL. As required, new Spanish speaking students take the Spanish LAB-R. The result is used to get an idea of a student's literacy level in his first language. Students that speak others languages are interviewed and tested informally by personnel who speak their language and is familiar with the education system of the student's country of origin. This helps us determine the student's overall cognitive and linguistic development.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
At PS 91, we use a variety of tools to evaluate our English Language Learners in the four modalities of Listening, Speaking, Reading and Writing. In addition to the ELL periodic assessment, we use Rigby's ELL assessment kit and Sails Literacy Series to evaluate our students. Teachers conduct running records and used rubrics to help determine students' progress in all four modalities. Assessment, whether informal or teacher created is an integral part of every lesson. The results of these assessments are used to inform our instruction and support our students' academic progress.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
  - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - Describe your plan for ELLs receiving service 4 to 6 years.
  - Describe your plan for long-term ELLs (completed 6+ years).
  - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Students IEP is constantly reviewed and this drives their instructional program. Classroom teachers differentiate the content/process to meet the needs of the students. Students' assessments are analyzed and curriculum and instruction are adjusted to meet the

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

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

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

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

**Courses Taught in Languages Other than English **

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

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

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

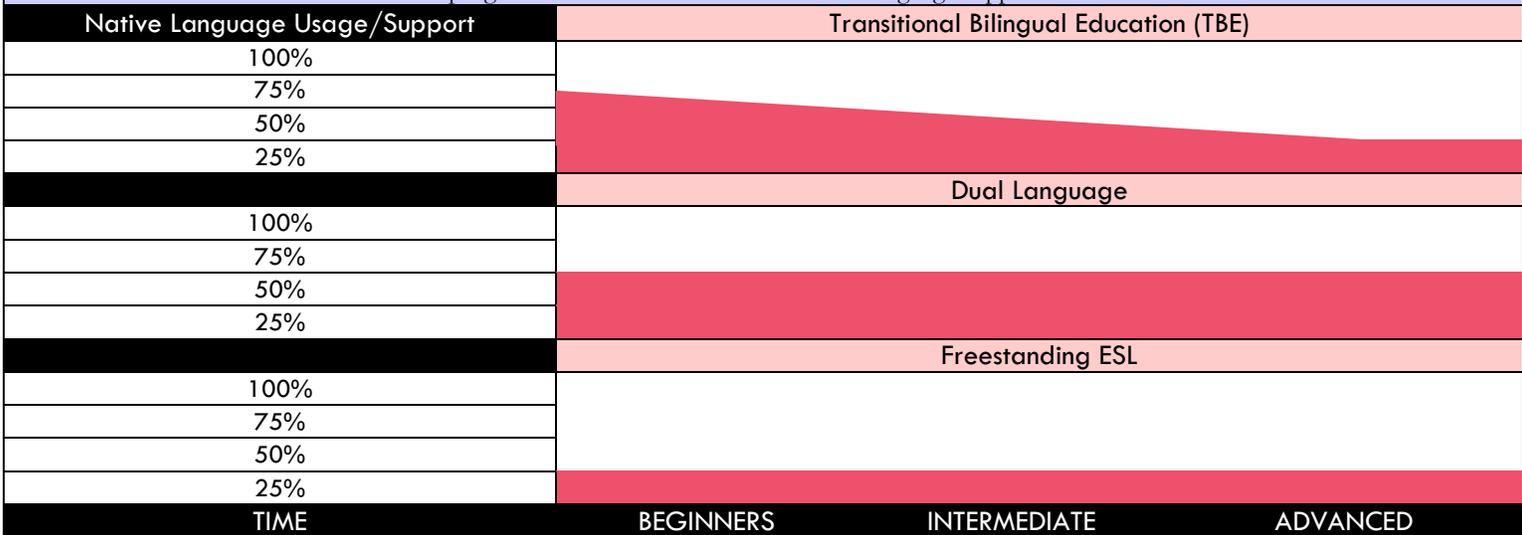
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- We target newcomers who are at the beginning level of English proficiency for intervention in ELA, Math and the content areas. One way we do this is by through peer tutoring. Newcomers are paired with students who speak their language and that are either proficient or advance in English. This is done in all subject areas.
- Newcomers also attend the title III program. Like the regular population, they participate in the after school program, where they get additional help with reading, and writing. They also receive homework help. The classroom teachers make input comprehensible in all subjects by scaffolding and using a variety of tools such as graphic organizers, sentence starters, pictures, gestures and realia. Intermediate and advance students who are not making sufficient progress are also targeted for intervention. These students receive AIS, attend the title III program, and are given priority in test preparation or Saturday academy. Our goal is to help these struggling ELLs learn to apply and use comprehension and decoding strategies as the read across the curriculum. As ELLs at our school reach proficiency by passing the NYSESLAT they continue to receive extra attention to ensure academic success.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- An analysis of the NYSESLAT for this year indicates that a high percentage of our Ls did not made progress on the Listening/Speaking strand. This was in sharp contrast to previous years when the data had consistently showed good progress from year to year. We think that this could be due to the changes make to the NYSESLAT. An analysis of performance data on the New York State tests in ELA and math was done to determine the needs of our ELLs' in these areas. This past year, the majority of our ELLs' scored a two on the state ELA and math. We believe that with additional support in the math content area, all our students will be able to meet standards. Therefore, more support in the language of mathematics, including word problem strategies and math vocabulary will be provided.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming year we hope to embed more cultural activities to involve ELL and their parents.
12. What programs/services for ELLs will be discontinued and why?
- No programs for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Paste response to question here:ELLs are afforded equal access to all school programs. Like the monolingual population, ELLs are invited to and attend enrichment and supplemental services such as Saturday academy , title III, and test sophistication programs offered during the winter and spring vacation. Students are also invited to attend the Garylinsky after school program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- A range of instructional materials are used to suport English language learners at P.S. 91. Classrooms are equipped with Smart Boards and internet connectivity. In addition to all the resources availble on the internet, we use the Brain-Pop ESL webbased program, and LeapFrog school schoolhouse. Language material we use include Righby's "On Our Way to English", Options publishing's "Best Practices in Reading" , leveled libraries with culturally relevants books and bilingual dictionaries.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students are provided with bilingual reference resources, such as bilingual dictionaries, glosserices and books which are all part of the classroom library.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The required services support and resources at P.S. 91 correspond to students' ages and grades. Students are service in age appropriate groups with resources appropriate for their grade and age. Early childhood students (K-3) are grouped together based on proficiency levels. Among the resources used with these students are "On our way to English" and Pearson's Sails literacy series. These resources are used as part as our balanced literacy approach. In addition, Starfall, a web based resource is used with these students. Fourth and fifth grade are also grouped by proficiency levels. Resources used with these students include the Rigby literacy series and BrainPOP ESL. These resources are leveled and grade appropriate. They help our ELLs develop reading and writing skills.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Our school does not offer any language electives.
18. What language electives are offered to ELLs?
- Our school does not offer any language electives.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here: N/A

### C. Professional Development and Support for School Staff

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

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

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

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

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

## D. Parental Involvement

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

## E. Additional Information

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

## Part VI: LAP Assurances

School Name: <u>The Albany Avenue School</u>		School DBN: <u>17K091</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Tessa Alleyne	Principal		10/18/13
Mr. William Cooper	Assistant Principal		10/18/13
Ms. Jo-Ann Lee	Parent Coordinator		10/18/13
Mr. R. Pusey	ESL Teacher		10/18/13
Ms. McCubbin	Parent		10/18/13
Ms. M. Sanders	Teacher/Subject Area		10/18/13
	Teacher/Subject Area		1/1/01
Ms. D. Farley	Coach		10/18/13
	Coach		1/1/01
Ms. Z. Merl	Guidance Counselor		10/18/13
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

	Other _____		1/1/01
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## Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: P.S. 91	DBN: 17K091
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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 35
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 1  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 0

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: PS 91 utilizes a push in/pullout model to facilitate the needs of ELL student. Currently, we service 35 ELL students in grades K-5. The students are placed in groups according to their performance on NYSESLAT assessment and receive the required hours of weekly ESL instruction. The beginning and intermediate level students receive 360 minutes of ESL instruction per week. Advanced students received 180 minutes of ESL instruction a week. Strategies used to provide ESL instruction include but are not limited to all of the components of the balanced literacy approach (read alouds, guided and shared reading) and the use of visual aids/charts and music.

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

Our proposed supplemental instructional program for Title III will service students using ESL learning standards, CCLS and small instruction group instruction. This program will target the needs of the ELL students in grades 3-5. This instructional afterschool/weekend program will run for approximately 24 weeks beginning on December 3rd, 2014 and ending on June 17th, 2015, after- school – Wednesdays & Thursdays from 2:30 – 4:30 p.m. and Saturdays from 9-12 p.m., for 35 students for a total amount of 71 sessions. Through this instructional program, we can tutor the ELL students from grades 3-5 who have accepted placement. A licensed ESL teacher will provide instruction. During these sessions, the teacher will incorporate the balanced literacy approach through workshop model teaching. Students will use a variety of trade books, both fiction and non-fiction from the Santillana SPOTLIGHT curriculum. Students will have a variety of resources such as dictionaries both in English and their own languages, NYSESLAT preparation materials, computers and listening centers to help facilitate student learning. Some of the materials that will be used as glossaries, test preparation materials namely, "Preparing students for the NYSESLAT", Empire State NYSESLAT ESL/ELL and the New York State Coach in Math and ELA designed for

### Part B: Direct Instruction Supplemental Program Information

the ELL students. \_\_\_\_\_

### Part C: Professional Development

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

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

Begin description here: The ESL teacher and an additional 5 classroom teachers servicing ELL students need to understand how to plan and differentiate instruction to meet the needs of the students. Center for Integrated Teacher Education (CITE) is contracted to provide professional development for staff servicing the ELL students. December 12th, 2014, January 9th, 2015 and February 8th, 2015, staff will have their be provided with three 90-minutes workshops. At these workshops, staff members will be given information on "Working with English Language Learners". Staff members will learn an approach to meet the needs of the ELLs. Topics such as language acquisition, vocabulary development, scaffolding, use of graphic organizer and Sheltered Instruction Observation Protocol (SIOP) will be presented to the teachers in order to facilitate instruction in the content areas.

On March 20th, 2014 CITE will also provide a 90 minutes workshop "The Differentiated Classroom". A clear description of "Differentiation" will be offered accompanied by differentiation strategies teachers can implement to meet the individual needs of the students. Effective planning will also be addressed.

### Part D: Parental Engagement Activities

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

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

Begin description here: Parent Orientation workshops are organized each September for newly enrolled ELL parents. Parents are made aware of services provided to ELLs and are provided with an opportunity to make a choice in the type of ELL program most appropriate for their child. ELL parents are also invited to the Title 1 Day workshop to receive a detailed description of the ELL services that their children receive. In addition, parents are encouraged to confer with the ESL provider on Parent Teacher

**Part D: Parental Engagement Activities**

conference days.

The Center of Integrated Teacher Education will provide two 90 minute workshops for parent one in the morning and one in the evening. On December 11th, 2014 the first workshop will be held in the morning around the topic of “Helping Your Child Succeed in School/Improving Study Skills.” This workshop will let parents know that school, as parents know it, has changed dramatically over the years. Core curriculum standards, high stakes test, and accountability have posed new challenges for parents, teachers, and students. During the workshop, parents will be given concrete strategies they can use to help their child succeed in school. The concept of improving study skills, especially for the ELLs, will be included in this session. At this workshop a Ms. Hyppolite, teacher, will be present to translate for Haitian speaking parents and guests. Mr. Pusey, ESL teacher, will be present to translate for Spanish speaking parents and guests.

On March 20th, 2015 at 5:30 PM in the evening another 90 minute workshop will be provided around “Understanding the State Testing Programs- including the NYSESLAT. The NYS testing programs can be overwhelming for parents and students. This workshop is designed to provide a description of the NYSESLAT test. Parents will be given an overview of the purpose of testing, how the results are used and the actual schedule. Parents will be afforded a sample copy, sections of the test and how they can support their children to be successful at the examinations.

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____

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

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

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

DBN: 17K091 School Name: The Albany Avenue School

Cluster: 4 Network: 401

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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