



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	10X091
School Name:	P.S. 91
Principal:	MERIDITH NASILETTI

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 91 School Number (DBN): 10x091
School Level: Elementary Grades Served: K-5
School Address: 2200 Aqueduct Ave Bronx NY 10453
Phone Number: 718-584-5805 Fax: 718-584-7495
School Contact Person: Principal Email Address: MStruhlnasjlett@schools.nyc.gov
Principal: Meridith Nasjletti
UFT Chapter Leader: Tracey Ball-Douglas
Parents' Association President: Tia Jasper
School Leadership Team
Chairperson: Anne Rodriguez
Student Representative(s): N/A

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718 741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 606 Network Leader: Petrina Palazzo

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)
Meridith Nasjletti	*Principal or Designee	
Tracey Ball-Douglas	*UFT Chapter Leader or Designee	
Tia Jasper	*PA/PTA President or Designated Co-President	
N/A	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>	
N/A	CBO Representative, if applicable	
Annie Rodriguez	Member/ UFT teacher	
Migdalia Acevedo	Member/ Parent	
Hilda Villegas	Member/ Parent	
Denny Garcia	Member/ Parent	
Sureily Niva	Member/ Parent	
Shana Parker	Member/ UFT Para	
Diana Comacho	Member/ Parent	
Jackie Gutierrez	Member/ UFT	
n/a	Member/	
n/a	Member/	
n/a	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.

The Six Elements of the Capacity Framework	
•	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.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	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.
•	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.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: 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:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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.

Contextual Information:

P.S. 91 is an elementary school which services students in grades K-5 and special education. The school is located at 2200 Aqueduct Avenue, Bronx, NY 10453. Currently, we have 734 students enrolled in our school. The school demographics are as follows: 73% Hispanic, 2% White, 20 % Black, and 5% Asian. 34% of our students are English Language Learners and 22 % of our students have special needs. Teacher attendance is 95% and student attendance is 90%. Meridith Nasjletti has been principal at this school for 4 years.

Mission Statement:

Through equity, respect and empowerment, we will create a community of learners both big and small.

Theory of Action

If we have the support of teachers, families and friends, then we will be a community of lifelong learners and achieve great outcomes for our students.

Unique and Important Characteristics:

This past summer, the administrative team spent quality time hiring educational specialists to provide the highest level of instruction and emotional support for our school community. The following new staff members who have improved our school community are: Guidance Counselor, Certified ESL teacher, Bilingual teacher, 2 Special Education (SPED) teachers for our self-contained and integrated collaborative teaching classrooms SETSS teacher, Speech teacher, IEP teacher, Common Branches teacher, Bilingual School Psychologist and a certified art teacher who is committed to educating our students in art by exposing them to a variety of different art media including water color and Tempera paints, colored pencils, crayons, markers and pastels, and Paper Mache. Our art teacher also teaches students about art history and famous artists and about how creating art can be compared to the writing process.

We also have partnerships to enhance our performing arts program. One partnership which was developed was working collaboratively with Education Through Music (ETM). Through this program, we hired a certified music teacher who ensures that students in grades 3-5 receive quality music instruction. ETM follows a skills-based, comprehensive, and sequential curriculum that is aligned with the State and National Arts Learning Standards and the Common Core Learning Standards. Music improves academic achievement, motivation for school, and self-confidence because music is considered a core academic subject that supports learning in other areas. The music education theories that are taught by our certified music teacher are: the Feierabend, Kodaly, Orff, and Dalcroze methods. These theories use sight-singing, solfege, singing, instruments, movement/dance, and "sound before sight" as crucial elements of music education. The combination of these theories creates a well-rounded and diverse classroom filled with creative learning. ETM also supports our other music teacher in the building by providing him with professional development, coaching and feedback. Additionally, our partnership with ETM provides afterschool programs including a grade 4/5 chorus, a grade 3 chorus, and a staff/parent chorus.

An existing partnership with The Bronx Opera provides students with exposure to professional performers who come to the school and provide informative sessions to students about acting, singing, dancing, and costume and set design. As a culminating activity, students and parents are invited to visit Lehman College to watch a production of an opera and then invited to go back-stage to view the sets and costumes and speak to the performers.

We continue to partner with Dream yard where our K-2 students in bilingual, self-contained and integrated co-teaching classrooms receive instruction in music and movement.

Another existing partnership we have which addresses the social-emotional needs and health issues for girls, is with POWER PLAY who continues to encourage our girls in grades 3-5 to engage in physical activity and to eat healthy and nutritious foods. Current data shows that 27% of our students are obese and 19% of our students are overweight.

New partnerships with Monroe College and Fordham University bring college students enrolled in education programs into our classrooms to work directly with our teaching staff and to provide additional support to both teachers and students.

During the 2014-15 academic school year, we noticed that we needed to support our students and address the Common Core Technology Standards. Accordingly, we are piloting a computer-based program, **Max Scholar**, for our Special Education students and our most needy students in grades K-5. This reading program addresses phonics and reading comprehension, and teaches language through music. Another reading/phonics program we are using with our ELL population is called, **Imagine Learning**. Additionally we are using, **iReady**, a computer based math program. Both **Imagine Learning** and **iReady** are also being used for our Tier Two for RTI. (Response to Intervention)

P.S. 91 was chosen by the Chancellor to participate in a pilot speech/literacy initiative program. This program is for 12 weeks which includes three 30 minute sessions per week in one kindergarten classroom. Speech and classroom teachers are provided professional development and progress will be tracked. The goal is to strengthen phonemic and phonological awareness skills in order to improve their reading levels, auditory comprehension and expressive writing. The program we are using is: **Sounds in Motion**.

Schools Strengths:

- Teacher Teams meet regularly to plan together, look at student work and modify instruction based on student data.
- All staff members who attend professional development outside of the building are required to turn-key their learning to staff.
- Grade leaders receive an additional prep period per week to disseminate school-wide information obtained during meetings with administration to their colleagues and to address any issues that arise.
- Grades three and four bilingual teachers have a common prep one day per week to support the planning and implementation for the requirements of the bilingual program.
- New teachers are supported by pairing them with veteran teachers.
- Our Literacy Coach provides new teacher professional development on a weekly basis to three new first grade teachers and those who are struggling.
- All new teachers are provided with a mentor and are given opportunities for intervisitations and follow-up discussions about improving their teacher practice.
- 44% of our ELLs and former ELLs achieved level 3 proficiency or better on the 2014 NYS ELA.
- 62% of our ELLs and Former ELLs achieved a level 3 proficiency or better on the 2014 NYS Math.

Challenges:

In order to address the issues of teachers stating that they did not feel that order and discipline were maintained in the school, we instituted a Positive Behavior Intervention Support (PBIS) program. Students are expected to Bee safe, Bee respectful and Bee responsible at all times and they are rewarded with “bee bucks” which they can redeem for token items “purchased” at our new “Bee Hive” such as colored pencils, erasers, notebooks, backpacks, etc... This program is evident throughout the school building in classrooms, in hallways and in the cafeteria/auditorium and outside recess area.

Positive Behavior Interventions & Support: Based on the results from the 2013-14 P.S. 91 Learning Survey, 46% of staff reported that they did not feel that order and discipline are maintained; 33% reported that they could not get the help they needed to address student behavior and 15% reported that they are not safe.

Accordingly, P.S. 91 is focused on continuing to improve school culture and safety by implementing, “Bee Safe, Bee Respectful, Bee Responsible” through a School-Wide Positive Behavioral Interventions and Support program. (PBIS) In addition, after three years of staff complaints and being on a waiting list with the Department of School Safety and Construction Authority, P.S. 91 is finally in the process of receiving security cameras that are being placed throughout the building; completion TBA.

Attendance: According to our 2013-14 Elementary School Quality Snapshot we have 90% student attendance. In order to address chronic student absenteeism, P.S. 91 has created an attendance team, with the support of a new network attendance teacher, and an attendance incentive program which connects to the PBIS program. Therefore, we are linking “attendance bucks” to the PBIS program “Bee bucks” so that students are encouraged to improve their attendance. In addition, students who arrive late are required to get a late pass to assist the monitoring of chronic lateness. Our expected result is a decrease in the number of student removals, bullying and overall negative altercations, and an increase in student attendance.

Parental Engagement: Finally, aligned with the Chancellor’s Four Pillars of engaging parents in every aspect of school life, P.S. 91 continues to create a collaborative parent-school partnership by increasing parental involvement in workshops developed around parents’ interests and school initiatives. Our intended result is to increase parental involvement and hold our parents more accountable for their children’s achievement.

***See area of focus below:**

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:

Accomplishments: Tenet 4 Teacher Practices and Decisions: 4.2 Instructional Practice and Strategies

In 2012-2013, progress made with our ELL population where 25/217 students (12%) attained proficiency, and in 2013-14, 38/217 students (18%) attained proficiency. In addition, 28% of our students met state standards on the State Math test; the district average was 26%. 90% was the pass rate by our former 5th graders in their sixth grade courses in Math, English, social studies and science; the district average was also 90%. It was noted in our 2013-14 Elementary School Quality Snapshot that there was significant improvement by student subgroups on the state English test compared to other students who scored at the same level last year, more specifically our English Language Learners and our students with special needs. It was also noted that our students with special needs fell under the same category for math. According to our school's Fountas & Pinnell data, our students made one year's growth in reading.

Areas of Focus:**Tenent: 3 Curriculum Development and Support: 3.3 Units and Lesson Plans/ 3.4 Teacher Collaboration/ 3.5 Use of Data and Action Planning:**

Because we noticed that our literacy programs lacked a formal writing component, and our students lacked the skills needed to express themselves clearly in their writing, we decided to address this need by focusing teaching specific writing skills and providing additional opportunities for students to practice their writing. Accordingly, we are introducing students to the attributes of writing in specific genres (informational, narrative and opinion) and also teaching them the conventions of writing including grammar, punctuation and word choice. Students are then given many opportunities to practice what they have learned. Students contribute to the criteria for each writing task. In addition, they assess themselves and their peers based on these criteria.

Additionally, our literacy period has a reading block which is directly followed by a writing block. During the reading block, students are provided opportunities to read and to discuss grade level fiction and informational text on a daily basis, and to cite evidence from the text to support their claims. The ELA block also includes a time for Guided and Independent reading. During this time, students read books at their independent reading level (F&P). This provides the teacher with an opportunity to pull homogeneous groups for guided reading and heterogeneous for strategy lessons. During the writing block, students respond to text dependent questions and practice writing in specific genres. Baselines and Endlines are recorded on a writing continuum, student work is assessed and scoring is normed.

It is our hope that by providing meaningful feedback, students will improve their writing. Additionally, teaching students how to organize their thoughts and ideas, provide details and examples to support these ideas, incorporate voice and word choice, vary sentence structure and use the conventions of writing will enable students to effectively express their thoughts in writing.

Tenent 4: Teacher Practice and Decisions: 4.2 Instructional Practices and Strategies

Using our 2014 data from our teacher surveys and the Initial Planning Conferences, it was evident that 95% of our teachers chose component 3B: Questioning and Discussion Techniques, Domain 3, from the Danielson Framework for Teaching as one of their professional goals and an area they chose for professional development. We have already begun to implement a PD series to meet this need.

10X091 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	746	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		91.3%	% Attendance Rate	89.6%
% Free Lunch		94.3%	% Reduced Lunch	2.3%
% Limited English Proficient		33.9%	% Students with Disabilities	22.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.4%	% Black or African American	20.6%
% Hispanic or Latino		72.2%	% Asian or Native Hawaiian/Pacific Islander	3.7%
% White		2.0%	% Multi-Racial	0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		4.34	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	3
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)		0.2%	Average Teacher Absences (2013-14)	9.13
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		14.9%	Mathematics Performance at levels 3 & 4	27.7%
Science Performance at levels 3 & 4 (4th Grade)		87.1%	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		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
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		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	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		

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# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
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% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.13
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ELA Performance at levels 3 & 4	14.9%	Mathematics Performance at levels 3 & 4		27.7%
Science Performance at levels 3 & 4 (4th Grade)	87.1%	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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	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			

10X091 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	746	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	91.3%	% Attendance Rate		89.6%
% Free Lunch	94.3%	% Reduced Lunch		2.3%
% Limited English Proficient	33.9%	% Students with Disabilities		22.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.4%	% Black or African American		20.6%
% Hispanic or Latino	72.2%	% Asian or Native Hawaiian/Pacific Islander		3.7%
% White	2.0%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
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)	0.2%	Average Teacher Absences (2013-14)		9.13
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	14.9%	Mathematics Performance at levels 3 & 4		27.7%
Science Performance at levels 3 & 4 (4th Grade)	87.1%	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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	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			

10X091 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	746	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	91.3%	% Attendance Rate			89.6%
% Free Lunch	94.3%	% Reduced Lunch			2.3%
% Limited English Proficient	33.9%	% Students with Disabilities			22.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.4%	% Black or African American			20.6%
% Hispanic or Latino	72.2%	% Asian or Native Hawaiian/Pacific Islander			3.7%
% White	2.0%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
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)	0.2%	Average Teacher Absences (2013-14)			9.13
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	14.9%	Mathematics Performance at levels 3 & 4			27.7%
Science Performance at levels 3 & 4 (4th Grade)	87.1%	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	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	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				

10X091 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	746	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	91.3%	% Attendance Rate	89.6%	
% Free Lunch	94.3%	% Reduced Lunch	2.3%	
% Limited English Proficient	33.9%	% Students with Disabilities	22.5%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.4%	% Black or African American	20.6%	
% Hispanic or Latino	72.2%	% Asian or Native Hawaiian/Pacific Islander	3.7%	
% White	2.0%	% Multi-Racial	0.1%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3	
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)	0.2%	Average Teacher Absences (2013-14)	9.13	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	14.9%	Mathematics Performance at levels 3 & 4	27.7%	
Science Performance at levels 3 & 4 (4th Grade)	87.1%	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	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
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	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	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			

10X091 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	746	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		91.3%	% Attendance Rate	89.6%
% Free Lunch		94.3%	% Reduced Lunch	2.3%
% Limited English Proficient		33.9%	% Students with Disabilities	22.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.4%	% Black or African American	20.6%
% Hispanic or Latino		72.2%	% Asian or Native Hawaiian/Pacific Islander	3.7%
% White		2.0%	% Multi-Racial	0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		4.34	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	3
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)		0.2%	Average Teacher Absences (2013-14)	9.13
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		14.9%	Mathematics Performance at levels 3 & 4	27.7%
Science Performance at levels 3 & 4 (4th Grade)		87.1%	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		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
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		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	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		

10X091 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05	Total Enrollment	746	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	91.3%	% Attendance Rate		89.6%
% Free Lunch	94.3%	% Reduced Lunch		2.3%
% Limited English Proficient	33.9%	% Students with Disabilities		22.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.4%	% Black or African American		20.6%
% Hispanic or Latino	72.2%	% Asian or Native Hawaiian/Pacific Islander		3.7%
% White	2.0%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
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)	0.2%	Average Teacher Absences (2013-14)		9.13
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	14.9%	Mathematics Performance at levels 3 & 4		27.7%
Science Performance at levels 3 & 4 (4th Grade)	87.1%	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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	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			

10X091 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01,	Total Enrollment	746	SIG Recipient
				N/A

	02,03, 04,05				
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	91.3%	% Attendance Rate			89.6%
% Free Lunch	94.3%	% Reduced Lunch			2.3%
% Limited English Proficient	33.9%	% Students with Disabilities			22.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.4%	% Black or African American			20.6%
% Hispanic or Latino	72.2%	% Asian or Native Hawaiian/Pacific Islander			3.7%
% White	2.0%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
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)	0.2%	Average Teacher Absences (2013-14)			9.13
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	14.9%	Mathematics Performance at levels 3 & 4			27.7%
Science Performance at levels 3 & 4 (4th Grade)	87.1%	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	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	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 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.	E
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.

Our New York State Common Core 2014 English Language Arts (ELA) scores for grades 3 and 4 indicate that 35% met proficiency by scoring at level 3; 4% scored level 4, not including our students with special needs. Our school had a DTSDE review during the 2013-14 school year and we received a Proficient in Tenet: 3.3. The DTSDE Aligned Focus school recommendations for the 2013-14 school year for Tenet 3.3 is as follows: “To ensure that all lesson plans promote specific higher order thinking skills with the appropriate scaffolds and extensions that permit student ownership and independence such as a checklist for tasks so that students develop analytical evaluative and reflective skills across content areas.” In order for the school’s strategies and practices to align with the Highly Effective rating on the DTSDE rubric, lessons and unit planning will address the needs and abilities of all students and collaboration time will be used effectively to challenge and engage all students, especially ELLs. Because we noticed that our literacy programs lacked a formal writing component, and our students lacked the skills needed to express themselves clearly in their writing, we decided to address this need by focusing teaching specific writing skills and providing additional opportunities for students to practice their writing. Teachers are expected to 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. Lesson plans are checked and observation feedback will address developing or ineffective ratings. Data sources include: observation feedback form, classroom visits to ensure that observation recommendations are implemented in a timely manner. Lesson plans and conference logs are available for review daily; expectations are that plans are modified to meet the needs of every learner.

In order to address tenet 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,” supervisors ensure that coaches and teachers create and implement a rigorous curriculum that incorporates the following: tiered questions, ESL strategies, discussion rubrics, self, peer and teacher assessments to determine areas of need, appropriate modified materials such as graphic organizers etc., and scaffolded lessons to meet the needs of all students especially our ELLs and special needs students in grades K-5.

In order to address tenet 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,” The school leader and teachers ensures that there are common preps throughout the week for teachers to collaboratively plan. In addition, teachers of art, music and technology, meet weekly with teacher teams on the grade to incorporate art, music and technology into robust curricula.

In order to address tenet 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. The school leader ensures that student work is assessed, meaningful feedback is provided and next steps are implemented. Data resources include F&P four times a year, grades 3-5 simulations twice a year, baseline and endline writing pieces (the writing continuum), NYS ELA and Math tests and the NYSESLAT. In addition, the results from the Math Performance Series, administered 4 to 6 times a year, are examined to group students in their areas of need.

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.

By June 2015, the curricula in reading and writing will be modified to ensure that lessons and learning tasks are rigorous and meet the learning needs of our diverse students as evidenced by the development of specific tasks that reflect higher order thinking and scaffolds and extensions that permit student ownership, as evidenced by a 5% increase in student performance in ELA on the School Quality Guide.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Strategies and research-based programs: To achieve our annual goal and to impact change, our school has chosen <u>Core Knowledge Language Arts (K-2)</u> and <u>Expeditionary Learning (3-5)</u> to provide Rigorous Instruction as our literacy programs in grades K-5. Teachers have received extensive professional development around the Common Core shifts in Literacy and Math. As we continue to develop our practice, we will ensure that this is being implemented throughout instruction. Planning time: Teachers will be provided time to plan collaboratively a minimum of two times per week to modify instruction based on their students’ needs. Teacher teams will focus on looking at student work, setting norms for assessments and planning constructive feedback to ensure student achievement. After school test prep for students in grades 3-5 will be available to encourage academic achievement on the state ELA and Math tests.</p>	<p>Teachers, related service providers, paraprofessionals Students in grades K-5 in our subgroups, ELLs and students with special needs in grades 3-5. Two days weekly 2:30-4:30pm</p>	<p>September 2014- June 2015 December 2014- May 2015</p>	<p>Supervisors Teacher teams</p>
<p>Strategies to address students in subgroups: In order to address the needs of English Language Learners, we will offer an afterschool program on Wednesdays and Thursdays that will focus on instruction in the four modalities: reading, writing, listening and speaking for students who scored at the Beginner, Intermediate and Advanced levels on the 2014 NYSESLAT. We will also include students who are newly arrived to the country and who have no knowledge of the English language, and in some instances, no experience in a school setting as well as SIFE students. We will use Imagine Learning and iReady computer based programs to provide instruction in both literacy and math for our Beginner and Intermediate level students and ReadWorks.org for our Advanced level students. All students will receive math instruction in iReady. Teachers will create tiered questions to encourage discussion.</p>	<p>. ELLs in grades 3-5, SIFE students, new admits and ELLs with special needs Six ESL certified teachers</p>	<p>December 2014- May 2015. 2:30-4:30pm</p>	<p>Supervisor, outside staff developers and coaches</p>
<p>In order to increase parent involvement and engagement, we have set aside every Tuesday from 2:20 to 3:00 pm so that teachers have weekly opportunities to contact parents by phone or set up individual parent meetings. All staff members are required to maintain a parent communication log. Moreover, we are providing ESL Parent classes in order to support our parents who speak a language other than English. By welcoming and valuing families and by including them in the school community, the school builds a strong partnership that leads to student success. We will offer parent workshops on NYSESLAT testing, reading workshop, CCLS, homework help and test prep for ELA and Math.</p>	<p>Parents/Staff</p>	<p>September 2014- June 2015 Weekly on Tuesdays 2:20pm Weekly Thursdays 2:30</p>	<p>Supervisor</p>

Moreover, our parents are invited to join our staff and parent chorus every Tuesday.			
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In order to address the Capacity Framework element of Trust , we are providing rigorous instruction through our research-based programs in ELA and Math. In addition, teachers will make certain to differentiate their instruction so as to meet the needs of all students. By focusing on the components of the Danielson Framework in Domain 3: Instruction, a supportive environment is established by utilizing collaborative small groups and partnerships. Using Accountable Talk and conversation rubrics, teachers will create questions which will ensure that students challenge themselves and their peers to think critically in a risk-free environment. We are also focusing on the Danielson Component 3 B, Questioning and Discussion to promote higher order thinking and to encourage students to comment, discuss their opinions freely and build on other students' ideas in a safe learning environment.	Teachers	September 2014- June2015	Supervisors
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teachers with CB, ESL SPED,BIL Licenses, Subs for afterschool program, Technology resources such as: Imagine learning, iReady, Readworks.org, Reading A-Z, PrimeTime for parents; school aide for child care. Professional development: teachers were trained in all programs.

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	x	Title I 1003(a)		Title IIA	x	Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Focus money for the sixth teacher for the ELL afterschool program to ensure small class size and individual attention													

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:				
<ul style="list-style-type: none"> 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. 				
<p>Weekly: Modified plans are discussed during post observation conferences. ELL After School/Test Prep: Three weeks after ELL program begins, supervisor will meet with teachers and review program effectiveness and student progress. Activities will be monitored in three week intervals. Quarterly Benchmark Checks: Fountas and Pinnell reading assessments are completed 4 times a year: September 2014, December, February and May, 2015 Review of end of unit student work for Bulletin Boards</p>				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 			X	Yes
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				
After reviewing our February Fountas and Pinnell and our writing continuum data, we noticed student improvement in grades 3-5. We will be administering our second ELA simulation in March.				

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:

- 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 5 Statement of Practice (SOP) Addressed		HEDI Rating
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.	E
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:

- 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.

Based on the results from the 2013-14 P.S. 91 Learning Survey, 46% of staff reported that they did not feel that order and discipline are maintained; 33% reported that they could not get the help they needed to address student behavior and 15% reported that they are not safe. Our school had a DTSDE review during the 2013-14 school year and we received a Proficient in Tenet 5.4. In order for the school’s strategies and practices to align with the concepts in the Highly Effective rating in Tenet 5.4 on the DTSDE rubric, we will work on the DTSDE Aligned Focus school recommendations prepared by N606 for the 2013-14 school year for Tenet 5, 5:4. “Coordinate attendance and social emotional initiatives within a comprehensive system to support all students that effectively addresses barrier to social emotional development such as chronic absentees.”

In order for the school’s strategies and practices to align with the Highly Effective rating on the DTSDE rubric, P.S. 91 is focused on continuing to **improve school culture and safety by implementing**, “Bee Safe, Bee Respectful, Bee Responsible” through a School-Wide Positive Behavioral Interventions & Support program (PBIS). In addition, P. S. 91 is in the process of receiving security cameras that are being placed throughout the building.

Attendance: In order to address absenteeism, P.S. 91 has created an attendance team, with the support of a new network attendance teacher, and an attendance incentive program which connects to the PBIS program. Our expected result is a decrease in the number of student removals, bullying and overall negative altercations, and an increase in student attendance. Data source: 2013-14 Elementary School Quality Snapshot.

We are linking “Attendance Bucks” to the PBIS program “Bee Bucks” so that students are encouraged to improve their attendance.

Parental Engagement: Finally, aligned with the Chancellor’s Four Pillars of engaging parents in every aspect of school life, P.S. 91 continues to create a collaborative parent-school partnership by increasing parental involvement in workshops developed around parents’ interests and school initiatives. Our intended result is to increase parental involvement and hold our parents more accountable for their children’s achievement. Another area we are focusing on is student attendance. According to our 2013-14 Elementary School Quality Snapshot we have 90% student attendance. In order to address Tenet 5.2, “The school cultivates the development of over-arching systems and partnerships that support and sustain social and emotional developmental health, “P.S. 91 is implementing PBIS (Positive Behavior Intervention System) to address attendance, safety, responsibility

and respect.

In order to address Tenet 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," in September 2014, the school leader informed staff about the implementation of our PBIS program. All pedagogical and non-pedagogical staff is responsible for distributing "Bee bucks" and "A bucks" to deserving students.

Additionally, parents are part of an attendance team which monitors student latenesses.

In order to address Tenet 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," the school leader reviews data from monthly safety meetings, occurrence reports, Save Room and attendance trends, guidance meetings with students at-risk, conflict resolution and guidance to parents.

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.

By June 2015, there will be a decrease in the number of student removals, principal and lunch suspensions as measured by Save room graph and the OORS 2015 report . In addition, using our "attendance bee bucks," and monitoring students' lateness and absences we will increase our attendance average by 2%

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
PBIS: Research-based program: Positive Behavior Interventions and Support Program: Bee respectful, Bee safe, Bee responsible. Improve student achievement, lessen amount student removals, suspensions and encourage good behavior by rewarding students with Bee Bucks. Attendance issues are being resolved by establishing an attendance committee who is responsible for giving late passes after 8:10 am, setting up meetings with parents to discuss attendance issues, home visits and small student group attendance meetings. "A" bucks are given to add to "Bee" bucks when student attendance improves. Students are able to "purchase" token goods from the school Bee Hive.	All students K-5	September 2014-June 2015	Teachers, administrators, school aides, parent coordinator, coaches, parents, attendance family worker, guidance counselors, save room specialist
Strategies: A School-Wide PBIS program, which incorporates systems and partnerships on a daily basis and promotes safety, will be implemented. Two full time guidance counselors will support mandated and "At Risk" students in crisis; through coping strategies for how to deal with anger, frustration, intolerance, and other negative emotions. Save room specialist also teaches social skills lessons to students. All classrooms have evidence of student behavior management systems in place. Commendations for above and beyond behaviors include rewards for good behavior during recess. Other positive behavior intervention include: Behavior All Stars, Homework All Stars, Caught You Being Good reward, Behavior Management systems in place, social skills visits, crisis intervention. After school clubs, which include music, visual and performing arts, basketball and dance are encouraged for those students with good attendance and good behavior.	All students K-5	September 2014-June 2015 December 2014-June 2015	Teachers, administrators, school aides, parent coordinator, coaches, parents, attendance family worker, guidance counselors, save room specialist
Parent Involvement: All parents receive the PBIS Parent Handbook, and they are provided workshops on attendance and PBIS. Parent Association is part of the attendance committee. Parents also receive the DOE Code of Discipline Handbook. We encourage parent meetings every Tuesday to discuss attendance and we work closely with Network liaison attendance teacher to provide education about the negative impact that lateness and absenteeism has on student achievement. Communication with parents regarding misbehaviors will be timely and	All students K-5	September 2014-June 2015; minimum of 1 parent workshop per month	Teachers, administrators, school aides, parent coordinator, coaches, parents, attendance family worker, guidance counselors, save room specialist

proactive. Phone calls to parents will be made and meetings with parents will be scheduled.			
Trust: We have been building trust through open communication and opportunities on a weekly basis (Tuesdays) to discuss attendance, lateness and its impact on student achievement. Guidance counselors have an open door policy to discuss opportunities to resolve these issues. Our parent coordinator works with teachers and guidance on preparing attendance workshops for parents. Students with good attendance are rewarded by attending art club, chorus, and dance after school. Establishing systems of clear behavioral expectations and consequences (both positive and negative) provide students with a safe, predictable risk-free environment. To address the safety issues, cameras are currently being installed in our school building. In addition, we will be receiving automatic door alarms to alert personnel and deter students from leaving the school building. Guidance counselors are on call throughout the day to address student and parent social-emotional needs.	All students K-5	September 2014-June 2015	Teachers, administrators, school aides, parent coordinator, coaches, parents, attendance family worker, guidance counselors, save room specialist

Part 4 – Resources Needed

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

Human Resources: Save Room specialist, guidance counselor, teachers, administrators, parent coordinator, and coaches.

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	x	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.

N/A

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.

Benchmarks: Monthly checks for Save Room and monthly checks for attendance which is measured by a data tracking system.

Timeframe: September – June 2015

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

Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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?

After reviewing the percentage of students present, during each month, from September 2014 through January 2015, it is evident that we are averaging 92%. Also, we have improved our attendance at this time from last year.

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:

- 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 4 Statement of Practice (SOP) Addressed		HEDI Rating
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.	E
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.	E
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.	E
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:**
- 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.

Our school had a DTSDE review during the 2013-14 school year and we received a Proficient in Tenet 4.5. In order for the school's strategies and practices to align with the concepts in the Highly Effective rating for Tenet 4.5 on the DTSDE rubric, we will work on the Aligned Focus school recommendations prepared by N606 for the 2013-14 school year for Tenet 4.5 "Monitor the process by which students incorporate the relevant and timely feedback they receive from teachers so that they can adjust and assess their progress and maximize their own learning." We will use a standards-based writing continuum to track student progress which was created by the Literacy committee teams (K-5 teachers). Teacher teams work diligently to analyze student work and provide meaningful feedback to improve student writing. Assessments will take place as needed. (daily, weekly, monthly)

In order to address Tenet 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," our school's teachers meet to plan and modify their lessons in addition to create goals for individual students.

In order to address Tenet 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," our school's teachers implement a rigorous curriculum that incorporates the following: tiered questions, ESL strategies, discussion rubrics, self, peer and teacher assessments to determine areas of need, appropriate modified materials such as graphic organizers etc., and scaffolded lessons to meet the needs of all students especially our ELLS and special needs students in grades K-5.

In order to address Tenet 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," teachers ensure that their classrooms have behavior management systems in place and that they use the PBIS program as well. In addition, there are multiple opportunities for discussion, expectations are clear and lessons are planned to engage every learner.

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.

By June 2015, we will see a 75% increase in the endline scores on the CCLS school-based writing continuum of students in grades 3-5 on their narrative, informational and opinion writing tasks due to the efforts of teacher team collaborative analysis of student work.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Research-based instructional programs, professional development, and/or			

<p>systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust</p>			
<p>Research-based programs/strategies: To achieve our annual goal and to impact change, our school has chosen <u>Expeditionary Learning</u> to provide Rigorous Instruction as our literacy programs in grades 3-5. Our instructional focus is to improve student writing across the content areas through the use of targeted and specific instruction designed by the teacher teams and feedback that is based on CCWS-aligned tasks, rubrics and checklists.</p> <p>We will use a standards-based writing continuum to track student progress which was created by the Literacy committee teams (K-5 teachers). Teacher teams work diligently to analyze student work and provide meaningful feedback to improve student writing.</p> <p>Literacy Coaches and committee members who exhibit exemplary teaching practice will provide demonstration lessons and offer professional development to staff. In addition, teachers are given opportunities to attend network and DOE professional development on assessment and feedback outside of the building, and then are expected to turnkey the information to their colleagues.</p> <p>Supervisors visit classrooms to support teachers and students and provide immediate and actionable feedback during post-observation conferences and classroom visits.</p> <p>Our students have 100 minutes of reading and writing instruction daily. Throughout the school year, teachers receive professional development to assist with and improve upon their instructional practice. A multitude of topics are addressed, such as the following: looking at student work and providing meaningful feedback, using questioning and discussion techniques and assessing student work. Inter-visitations will be provided on an “as needed” basis in addition to our mentor teacher program where new teachers are provided time to see and discuss best teaching practices.</p> <p>We will provide small group instruction after school two days a week with a focus on reading, writing and math</p>	<p>Teacher Teams</p> <p>Teacher Teams</p> <p>Literacy Coaches</p> <p>New teachers/mentor</p>	<p>September 2014-June 2015 Meeting – minimum one x per week for a minimum of 50 minutes Mondays 2:21-3:41</p> <p>Baseline and Endline tasks will be documented six times in Nov, Jan and March</p> <p>Two times p/w</p> <p>Two days a week 2:30 -4:30</p>	<p>Supervisors</p>
<p>Strategies to address students in subgroups: Our teachers work in teams to improve their practice by looking at student work and finding ways to provide specific, constructive and actionable feedback in order to improve student writing. In addition, teachers are collaborating and adjusting the curriculum by providing more opportunities for students to write. Furthermore, using the Danielson Framework for Teaching, supervisors provide feedback to teachers on an individual basis following informal and formal classroom observations, thus creating conditions that lead to student success for our high needs students. During teacher planning time, teachers modify their individual plans to scaffold lessons for our Sped and ELL populations. This is evidenced by use of graphic organizers, visual representations of vocabulary, realia and sentence starters. In addition to classroom instruction, we are also targeting the lowest third of our third grade students through focused writing instruction. Articulation between the service provider and the classroom teachers occurs weekly ensuring that individual student needs are addressed.</p>	<p>Teachers, coaches</p>	<p>October 2014-May 2015</p> <p>Weekly</p>	<p>Supervisors</p>
<p>Parent Involvement: Parents are provided monthly opportunities to attend workshops which will address and inform them on Common Core Reading and Writing Standards, homework help and test prep.</p> <p>Weekly parent engagement opportunities to discuss student progress.</p>	<p>Teachers, coaches, parents, Parent coordinator</p>	<p>Minimum of one time per/month 50 minutes</p> <p>Weekly-Tuesdays</p>	<p>supervisors</p>

Weekly ESL classes for parents	Certified ESL teacher & parents	Weekly-Thursdays 2:30-3:30pm	
In order to address the Capacity Framework element of Trust: Staff members who attend professional development outside of the building are expected to turnkey information to staff. Teacher teams work together as they norm rubrics, checklists and create constructive feedback by using the Common Core Standards.	Teachers coaches, guidance, supervisors	Monthly	supervisors

Part 4 – Resources Needed

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

Teachers, supervisors, other staff members who participate in workshops outside of building i.e. guidance, paraprofessionals, etc.

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	X	Title I 1003(a)		Title IIA	x	Title III	X	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.

N/A

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.

Benchmarks: Mid-January-February 2015 Data talks

Timeframe: December, February , May

Part 6b. Complete in February 2015.

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

After reviewing the grades 3-5 Writing Continuum data, for September 2014 through January 2015, we have noticed an upward trend where students are writing more, making improvements and moving toward meeting grade level writing standards.

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:

- 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 2 Statement of Practice (SOP) Addressed	HEDI Rating
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:

- 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.

Because we noticed that our literacy programs lacked a formal writing component, and our students lacked the skills needed to express themselves clearly in their writing we decided to address this need by teaching specific writing skills and providing numerous opportunities for students to practice their writing. Accordingly, we are introducing students to the attributes of writing in specific genres (informational, narrative and opinion) and also teaching them the conventions of writing including grammar, punctuation and word choice. Students are then given many opportunities to practice what they have learned. In addition it was noted that students in grades 3-5 had difficulty answering the short and extended response questions on the NYS ELA.

Our school had a DTSDE review during the 2013-14 school year and we received a Proficient in Tenet 2.5. In order for the school’s strategies and practices to align with the concepts in the Highly Effective rating for Tenet 2.5 on the DTSDE rubric, we will work on the Aligned Focus school recommendations prepared by N606 for the 2013-14 school year for Tenet 2.5. “Continue to monitor and revise the school based writing continuum which is an evidenced based system to address the writing needs of all students.” Additionally, our literacy block has a reading block which is directly followed by a writing block. During the reading block, students are provided opportunities to read and to discuss grade level fiction and informational text on a daily basis, and to cite evidence from the text to support their claims. During the writing block, students respond to text dependent questions and practice writing in specific genres. Baselines and Endlines are recorded on a writing continuum and student work is assessed and scoring is normed.

It is our hope that by providing meaningful feedback, which includes one complement and one specific next step, our students will improve their writing. Additionally, teaching students how to organize their thoughts and ideas, provide details and examples to support these ideas, incorporate voice and word choice, vary sentence structure and use the conventions of writing, students will effectively express their thoughts in writing.

In order to address Tenet 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),” our school leader meets with Parent Association, School Leadership team members, grade K-5 Literacy and Math committee members and K-5 grade leaders

monthly in order to communicate clear expectations for school-wide student achievement.

In order to address Tenet 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,” our school leader ensures that teacher practices reflect the Danielson Framework for Teaching and that administrators use the rubric to rate observations. In addition, our school leader ensures that the staff is implementing the PBIS program so that student social and emotional developmental health is addressed.

In order to address Tenet 2.4, “Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved,” our school leader ensures that the six transformative elements, i.e. Trust, effective school leadership, strong family community ties, supportive environment, collaborative teachers and rigorous instruction drive school improvement and prepares students for the 21st century.

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, 100% of grade3-5 teachers will have used the school-created writing continuum system to track student progress, resulting in a 75% increase in overall scores from the baseline to the endline in students individual Narrative, Informational and Opinion writing tasks.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Research based programs/strategies: School leadership meets with teacher teams to look at student writing at the end of each unit. Data talks take place two times a year Reading and writing data is collected 4 times a year	Supervisors/teachers	September 2014, January 2015 March 2015 Jan’15/April 2015 October, December 14, February, May 15	Supervisors
Strategies to address students in subgroups: In order to address the needs of English Language Learners and our Sped populations, supervisors ensure that writing tasks are modified and scaffolds are in place Teachers chunk texts and provide visual support	Supervisors/teachers	September ‘15-June ‘15	
Parent involvement: In order to increase parent involvement and engagement Supervisors ensure that parent coordinator, classroom teachers and ESL teachers provide professional development in addressing the State ELA and Math Tests and the NYSESLAT Weekly ESL classes for parents	Supervisors/classroom teachers/ESL teachers/Parent coordinators	September ‘15-June ‘15 Workshops Monthly Parent classes are weekly	
In order to address the Capacity Framework element of Trust: School leadership will build trust with our parent population by working closely with our parent coordinator, making sure that all letters sent home are translated in various languages, childcare services are provided to that parents can attend ESL classes, surveys will be distributed and read and parent needs will be addressed.	Supervisors/teachers	September ‘15-June ‘15	

Part 4 – Resources Needed

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

Supervisors, teachers, parent coordinators, school aides, ESL certified teacher, PrimeTime parent text and workbooks translators

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	X	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.

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, there will be a 35% increase in overall scores from the baseline to the midline assessment in students’ individual writing tasks as measured by the school-created writing continuum system to track student progress.

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

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

After reviewing the grades 3-5 Writing Continuum data, for September 2014 through January 2015, we have noticed an upward trend where students are writing more, making improvements and moving toward meeting grade level writing standards.

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:

- 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 6 Statement of Practice (SOP) Addressed		HEDI Rating
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.	E
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.	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.

The 2013-14 Elementary School Quality Snapshot states that 92% of our parents are satisfied with the education that their child has received. In order to meet our district average of 95%, we will continue to promote dialogue and address parent needs.

Our school had a DTSDE review during the 2013-14 school year and we received a Proficient in Tenet 6.3. In order for the school’s strategies and practices to align with the concepts in the Highly Effective rating for Tenet 6.3 on the DTSDE rubric, we will work on the Aligned Focus school recommendations prepared by N606 for the 2013-14 school year for Tenet 6.3: “Expand family engagement strategies to promote dialogue between school and parents so that the professional development offerings reflect the needs of parents as identified through dialogue and surveys.” Throughout the school year, teachers will meet with parents on Tuesday afternoons to address student concerns in addition to our Parent/ Teacher Conference afternoons and evenings. ELL parent meetings to address NYSESLAT results were scheduled for October, 14, 2014, October 28, 2014 and November 18, 2014. Our ELL Parent Orientation meeting took place on September 30, 2014 in addition to our monthly ELL parent meetings. ESL Parent classes take place every Thursday from 2:30 to 3:30 pm beginning November 20, 2014 until May 28, 2015.

In order to address Tenet 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,” this tenet is evidenced by the fact that our principal has an open-door policy and that the Parent Coordinator’s office is located on the main floor near the school’s entrance, and she is often found greeting parents as they enter the building. The main lobby is decorated with student work and photographs of students who were rewarded with “Bee Bucks” for being responsible, respectful and safe. Guidance counselors are available to address student and family needs. In addition, our school psychologist takes an active role in assisting parents with our special needs students.

In order to address Tenet 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,” our school partners with Monroe College and Fordham University to build relationships with student teachers and provide them with professional development. We partner with Good Shepherd Services which provides counseling and family support and with Marc Academy, an after school service, which provides academic and social support for our students.

In order to address Tenet 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,” teachers and Parent Coordinator provide workshops on a monthly basis to educate our parents on ways to support their children and to ensure their success.

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, there will be a 3% increase in parent satisfaction on the Elementary School Quality Snapshot which will meet our district average of 95% parent satisfaction.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based programs/strategies: Throughout the school year, teachers will meet with parents on Tuesday afternoons to address student concerns in addition to our Parent/ Teacher Conference afternoons and evenings. ELL parent meetings to address NYSESLAT results were scheduled for October, 14, 2014, October 28, 2014 and November 18, 2014. Our ELL Parent Orientation meeting took place on September 30, 2014 in addition to our monthly ELL parent meetings.</p> <p>ESL Parent classes take place every Thursday from 2:30 to 3:30 pm beginning November 20, 2014 until May 28, 2015.</p> <p>Staff and parent chorus encourages and promotes relationships that lead to</p>	<p>All parents and parents of ELLs.</p> <p>All teachers and ESL Team</p> <p>Certified ESL teacher</p>	<p>September 15, 2014, November 13, 2014, March 19, 2015 at 1:00 to 3:00 pm and 5:00 to 7:30 pm.</p> <p>Thursdays 2:30-3:30 November 2014-May 2015.</p> <p>November 2014-</p>	<p>Supervisors ELL Team</p>

dialogue.	Certified music teacher	June 2015.	
Strategies to address students in subgroups: In order to address the needs of English Language Learners			Supervisors
In order to increase parental involvement and engagement: We have set aside every Tuesday from 2:20 to 3:00 pm so that teachers have weekly opportunities to contact parents by phone or set up individual parent meetings. Moreover, we are providing ESL Parent classes in order to support our parents who speak a language other than English. By welcoming and valuing families and by including them in the school community, the school builds a strong partnership that leads to student success. Moreover, our parents are invited to join our staff and parent chorus.	ESL teacher, staff, Parent coordinator, parents	Tuesdays 2:20-3:36pm Thursdays	Supervisors
In order to address the Capacity Framework element of Trust, P.S. 91 will continue to work hard to create a welcoming environment for parents with reciprocal communication. We will continue providing opportunities to communicate and educate through Monthly Parent/Teacher Meet and Greets immediately followed by parent workshops. We will survey parents requesting their specific interests as well as collect reflection sheets after each workshop. Workshops provided by Literacy and Math Coaches will inform parents about the Common Core Learning Standards and student support. Workshops provided by teachers will provide understanding of our curricula as well as provide ways in which parents can better support their children at home. Multicultural Celebrations, Awards Assemblies, Mother and Father's Day Celebrations etc...will be provided to acknowledge the diverse cultural groups and various caregivers in our school community. We will develop partnerships with the following community based organizations: Good Sheppard Services-family counseling, individual and other supports Home Base-Assist parents who are losing their homes After school activities for parents include ESL classes on Thursdays with childcare services so parents can attend.	Staff, parents Parent Coordinator	Monthly September 2014- June2015	Supervisors

Part 4 – Resources Needed

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

Teachers, parents, parent coordinator, paraprofessionals, school aides, PrimeTime texts and workbooks for parents, translation if necessary.

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	X	Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
N/A													

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.

Midpoint benchmarks: Monthly meetings with parent coordinator to review feedback from workshops, and how we are addressing parent needs quarterly PA meetings, monthly SLT meetings

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

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				
<p>This year we have increased the number of professional development sessions from one to two times per month and they are a mix parent interest and academics. A parent survey will be administered during parent teacher conferences in March 2015 to determine the level of parent satisfaction.</p>				

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students reading and writing below grade level	Guided Writing, Guided Reading and phonics	Small group	During school day; one time per week small groups
Mathematics	Students are below grade level	Guided Math	Small group	During school day; five times per week 50 minutes
Science	Small group investigations which compliment math and literacy instruction	Investigations	Small group	After school 2:30-4:30
Social Studies	Small group guided reading and goal setting	Guided reading and goal setting	Small group	During school day one time per week
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with social emotional behavior require at-risk counseling	Positive reinforcement, expression of emotions, role-playing, mediation and conflict resolution	One-to-one and small group	During school day; once a week 30 minutes or once a day depending on severity

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.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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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.

New staff completes a rigorous interview process by a hiring committee and administration. They are required to do a demo lesson, submit a resume and provide letters of reference. New staff is provided with in-house and outside professional development. Intervisitations are provided as well as a mentor to support professional growth.

Constant feedback from supervisors after informal and formal observations also helps to support best practices.

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).

Professional development is offered in house as well as through the Network liaisons. All staff who attends PD outside of the building is required to “turn-key” information. Teachers submit evidence of attendance. Highly effective teachers/ coaches provide ongoing professional development in house. Teacher plan weekly during teacher team meetings to ensure CCLS are being addressed during planning and instruction. All staff has many opportunities to attend professional development. This includes assistant principals, teachers, paraprofessionals and service providers. All professional development centers around Rigor and the Common Core Standards as well as the Chancellor’s initiatives and expectations described in the Four Pillars: Improve Student Achievement, Restore Dignity and Respect to the Craft of Teaching and School Leadership; Engage Parents in Every aspect of School Life; Create New Collaborative and Innovative Models.

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.).

N/A

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.

All formative and summative assessments are reviewed and discussed with literacy and math committee members, grade leader teachers, coaches, and administration in order to select a combination of the most efficient and appropriate program based on standardized assessments. Professional development is provided for all teachers to be trained in administering all assessments. After each assessment is completed, results are obtained and data is reviewed in order to target specific student strengths and areas of need. Instruction is then targeted for differentiated groups of learners. In addition, teachers' conference logs provide other relevant information regarding student needs.

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 codes¹. 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 consolidated². **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	669,764	x	p.12
Title I School Improvement 1003(a)	Federal	16,961	x	p.12
Title I Priority and Focus School Improvement Funds	Federal	162,119	x	p.12
Title II, Part A	Federal	148,930	x	
Title III, Part A	Federal	28,716	x	p.12
Title III, Immigrant	Federal	1,464	x	
Tax Levy (FSF)	Local	3,922,045	x	p. 12

¹Explanation/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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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 2014-2015

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

P.S. 91 will support parents and families of Title I students by:

providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

providing assistance to parents in understanding City, State and Federal standards and assessments;

sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand;

providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input.

To increase and improve parent involvement and school quality, P.S. 91 will:

~actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

~engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

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

SCHOOL-PARENT COMPACT

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

Parent Involvement Policy

I. School Responsibilities

P.S. 91 will provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Act;

P.S. 91 will support home-school relationships and improve communication by:

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

P.S. 91 will provide parents reasonable access to staff by:

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

P.S. 91 will provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- ~monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ~ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- ~check and assist my child in completing homework tasks, when necessary;
- ~read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- ~set limits to the amount of time my child watches television or plays video games;
- ~promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- ~encourage my child to follow school rules and regulations and discuss this Compact with my child;
- ~volunteer in my child's school or assist from my home as time permits;
- ~participate, as appropriate, in the decisions relating to my child's education;
- ~communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- ~respond to surveys, feedback forms and notices when requested;
- ~become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- ~participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- ~take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- ~share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Tia Jasper and the SLT. This policy was adopted by the P.S. 091 on October 29, 2014 and will be in effect for the period of September 2014-June 2015. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 30, 2014.

P.S. 91 PARENT COMPACT

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

**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 10	Borough Bronx	School Number 091
School Name PS 91		

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 Meridith Nasjletti	Assistant Principal Carol Pierce
Coach Pamela DeLuca	Coach Reyna Lachapell
ESL Teacher Tracy Ball Douglas	Guidance Counselor Sophia McCartney
Teacher/Subject Area Carol Pinucs/ESL	Parent Rosalind Andino
Teacher/Subject Area Andres Barillas Acosta/ESL	Parent Coordinator Geomari Cruz
Related Service Provider Wendyliza Gonzalez	Other Jacqueline Gutierrez
Network Leader(Only if working with the LAP team) type here	Other Patricia Mamara

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	738	Total number of ELLs	250	ELLs as share of total student population (%)	33.88%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1										4
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	1					1								2
Push-In	2	2	2	2	3									11
Total	4	3	3	3	3	1	0	17						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	250	Newcomers (ELLs receiving service 0-3 years)	189	ELL Students with Disabilities	21
SIFE	8	ELLs receiving service 4-6 years	26	Long-Term (completed 6+ years)	6

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	97	1								97
Dual Language										0
ESL	92	7	16	26		3	6		2	124

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		
Total	189	8	16	26	0	3	6	0	2	221
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
Spanish	25	26	32	15										98
SELECT ONE														0
SELECT ONE														0
TOTAL	25	26	32	15	0	98								

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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	21					18								39
Chinese		1												1
Russian														0
Bengali	2	2	4	4	6	5								23
Urdu														0
Arabic						1								1
Haitian				1										1
French		1		1		2								4
Korean														0
Punjabi														0
Polish														0
Albanian	1			1										2
Other	6	4		3	1	1								15
TOTAL	30	8	4	10	7	27	0	86						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	32	7	8	4	4	12								67
Intermediate(I)	24	21	9	13	6	5								78
Advanced (A)	40	21	32	9	0	16								118
Total	96	49	49	26	10	33	0	263						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	4				4
4	13	7			20
5	8	2			10
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	4								4
4	9		11		1				21
5	10		3						13
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	3		3		6		0		12
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0				
Chinese Reading Test								

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

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

In grades K-2, students are assessed using the Fountas & Pinnell leveling system to evaluate students' reading ability; F&P assesses comprehension, such as literal and inferential questions and fluency and expression. By analyzing the miscues, teachers are able to determine if a student is using meaning, syntax or visual (word patterns) to read unknown words and what cueing systems a student uses to

self-correct. This data is collected and analyzed formally four times a year. Comprehension and fluency are deemed focus areas so that if a student doesn't move to the next reading level, a teacher can see if the child is reading more fluently or if his/her strength is in comprehension. Teachers look at the data and group their students by need developing a strategy lesson based on their findings. When noticing significant trends, teachers can re-teach or revisit the lesson as whole class instruction and scaffold instruction for ELLs. Furthermore, frequent monitoring of students below, approaching, on and above the reading benchmark helps inform the school's instructional plan for providing support and professional development that assists teachers in closing the gaps. The data class at-a-glance sheet arranges students by level across the year thereby providing the school with an additional piece of information to analyze. In writing, we conduct baseline assessments three times a year: baseline, midline and endline. In addition, our CKLA (Core Knowledge Language Arts) program aligned with the Common Core Standards, adopted this year and approved by New York City, incorporates GRAIR time, which provides Guided Reading and Accountable Independent Reading. During this time, teachers meet with small groups and/or confer with individual students to address specific needs. The new program utilizes its own assessments that teachers use to evaluate student progress.

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

The data for the 2013 NYSESLAT reveals the following information: 25 of our students in grades K-5 achieved proficiency on the NYSESLAT. Because the NYSESLAT's banding changed this year to reflect K, 1-2, 3-4 and 5-6 as well as being more closely aligned to the Common Core, we will look at patterns from the 2013 test only. In Kindergarten, 21% of the 42 students who took the test scored at the Beginning level, 38% scored at the Intermediate level, 36% scored at the Advanced level and 5% scored Proficient. In first grade, 9% of the 54 students who took the test scored at the Beginning level, 37% scored at the Intermediate level, 37% scored at the Advanced level and 17% scored Proficient. In second grade, 7% of the 51 students who took the test scored at the Beginning level, 18% scored at the Intermediate level, 61% scored at the Advanced level and 14% scored Proficient. In the third grade, 8% of the 26 students who took the test scored at the Beginning level, 50% scored at the Intermediate level, 38% scored at the Advanced level and 4% scored Proficient. In fourth grade, 36% of the 11 students who took the test scored at the Beginning level, 55% scored at the Intermediate level, 0% scored at the Advanced level and 9% scored Proficient. In the fifth grade, 26% of the 39 students who took the test scored at the Beginning level, 15% scored at the Intermediate level, 46% scored at the Advanced level and 13% scored Proficient. With regard to movement across levels, in first grade 24% of students moved from Beginning to Intermediate, 17% moved from Beginning to Advanced, 11% moved from Intermediate to Advanced, 2% moved from Beginning to Proficient, 6% moved from Intermediate to Proficient, 7% moved from Advanced to Proficient and 13% stayed at the same level. With regard to movement across levels, in second grade, 10% of students moved from Beginning to Intermediate, 4% from Beginning to Advanced, 14% from Intermediate to Advanced and 12% from Advanced to Proficient. 31% of the students stayed at the same level. With regard to movement across levels, in third grade 15% of students moved from Intermediate to Advanced, 4% moved from Advanced to Proficient and 58% of the students stayed at the same level.

With regard to movement across levels, in fourth grade, 9% of the students moved from Beginning to Intermediate, 9% moved from Advanced to Proficient and 55% of the students stayed at the same level. With regard to movement across levels, in fifth grade 13% of the students moved from Beginning to Intermediate, 3% moved from Intermediate to Advanced, 13% moved from Advanced to Proficient and 77% of the students stayed at the same level. With regard to students staying at the same level across grades, it can be said that the students improved within the level with few exceptions, so there was progress in all grade levels in all four modalities. According to the data, students making the most progress are in the lower grades.

With regard to the Spanish LAB, we found that the lowest performing students were in Kindergarten and first grade. While the K test is mostly oral, students were still unable to fair well on questions regarding school environment or activities. This could possibly indicate that children are not attending pre-school, nursery or pre-Kindergarten classes so that they have little or no experience with the structure of a school environment or activities. In first grade, the test results indicated that one out of five students did not know how to read or identify beginning sounds in words or unable to match pictures with words. This clearly indicates that students are in need of learning the foundations of their first language as would take place in the Native Language Arts period every day of the week. Fifth grade students produced the best scores of all on the Spanish LAB indicating that they have been prepared with a strong foundation in Spanish; this would indicate that students are being supported in their home language through the Transitional Bilingual program.

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](#))

At the time of preparing this document the RNMR was unavailable so we were unable to utilize the AMAQ Estimator Tool; however, by manually analyzing the data of the four modalities, it is clear that Reading and Writing are the areas of concern as they indicate the lowest scores while Listening and Speaking indicate higher levels of achievement. As in the past, the Reading and Writing modalities will be our focus across the curriculum in all content areas. As research indicates, in order for students to become proficient in reading and writing, they need not only to develop their listening and speaking skills but also practice using them on a daily basis. Therefore, teachers are focusing on Domain 3: Instruction, Component 3b: Using Questioning and Discussion Techniques from the Danielson 2013 Rubric Framework for Teaching. Through Think/Pair/Share, Turn and Talk to your Partner and use of visuals, ELL students will have

many opportunities to practice their listening and speaking skills in a variety of ways. In partnerships, small group and whole class, implementing these techniques will support students in improving their ability to think critically, share ideas, identify key ideas and details from a text, develop opinions and challenge one another. By practicing their skills in the Listening and Speaking modalities, ELL students will be able to transfer that learning as they listen to and share prior to answering either critical questions or written prompts. In addition, taking part in small Guided Reading groups will support them with comprehension of text and enhance their fluency. This year, we have instituted D.E.A.R (Drop Everything and Read) once a week on Friday mornings from 8:15 to 8:45. This time is set aside specifically for students to engage with text on their independent reading level. The CCLS requires that ELL students are required to read grade level texts; therefore, by allowing time for students to read independently on a consistent basis, their reading level will improve as research indicates. In addition, the CKLA program provides designated Read Alouds. We have purchased leveled texts in Spanish so that our ELL students will be able to continue to develop and improve their first language so that transfer to the new language will occur as research suggests.

ESL providers will continue to support the ELL students by implementing ESL strategies and by using the Danielson Rubric as a guideline for addressing instructional practice particularly with regard to Domain 3: Instruction and Domain 1: Planning and Preparation.

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?

a. Our school has not assessed ELLs using the ELE (Spanish Reading Exam); therefore, we do not have data on patterns for tests taken in the native language at this time. We do provide Math and Science exams in Spanish so that students have the option of taking the test in their home language. In the future, for this upcoming school year, we will make arrangements to administer the ELE exam.

b. Our school has used the results of the ELL Periodic to address ELL students' areas of need in the past. During two professional development sessions, one in the fall and the other in the spring, we provided teachers with the ELL Periodic results for their class. This information allowed them to address the areas of need with individual students or whole class as the results indicated. As the ELL Periodic is used as a tool to determine NYSESLAT proficiency, it gives teachers and the school leadership some insight as to which students are progressing and in what areas and which students need further support and in which areas as well. However, the ELL Periodic results aren't always accurate as the test does not take into account essay writing, which is often an area of difficulty for our ELL students. Therefore, teachers rely on school-wide simulations, performance tasks and assignments from the units of study to determine areas of need in writing for ELL students.

c. We are not administering the ELL Periodic this year because speaking and essay writing, with the exception of grammar, are not addressed with the ELL Periodic, so teachers need to use baseline assessment, end of unit assessments and benchmark assessments as well as teacher observations and conference notes on class participation in whole/small groups, individual and in partnerships in order to inform their instruction on those modalities. Native Language instruction as provided in the TBE classes takes place one fifty minute period a day in either Math in the K-2 grades or Science or Social Studies in grades 3-5. Students have text books in Spanish in Math and all TBE classrooms have a leveled library in Spanish so that students have choice when reading independently.

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](#).)

At PS 91 in order to guide instruction for ELLs within the RTI framework, our school provides strong Tier 1 instruction. Students are given multiple opportunities throughout the day to engage with one another and their teacher through turn and talk activities and think-pair-share activities and triads in small groups. These activities allow ELL students to improve in the two modalities of listening and speaking across the curriculum and throughout the day as these structures are part of every class and for every lesson. At the beginning of the school year, teachers receive the results of the NYSESLAT so that they are aware of how the students are progressing with language acquisition in the four modalities. In addition, students are assessed in reading, writing and math to determine small group instruction and differentiation. This year our school has chosen two of the new NYC DOE approved curriculum choices: CKLA for grades K-2 and Expeditionary Learning for grades 3-5. With both programs, there are components and resources that support ELL learners so that ELL students are cognitively challenged and receive instructional supports in order to achieve success.

ELL students who are not showing sufficient progress receive instructional interventions using ESL strategies that address areas of need with more intense intervention such as Tier 2 and possibly Tier 3 if appropriate. As progress is monitored for these students, educational decisions are made that take into account language acquisition and background ensuring that our students feel confident enough to become active participants in their learning.

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

This year we have adopted the new curriculum for ELA and Math; CKLA in grades K-2 and Expeditionary Learning in grade 3-5. In addition, we have adopted GO MATH as our Math program. By adopting these programs, we are making certain that a child's second language development is considered in instructional decisions in many ways. In all three programs, there are components addressing the

needs of second language learners; teachers have resources to support ELL students that can be accessed online and in the Teachers' Guides. In addition, our ESL teachers push-in to provide services for ELL students. After using the data from the NYSESLAT, they determine a child's proficiency level and schedule the appropriate number of mandated minutes according to the levels, 360 for Beginner and Intermediate and 180 for Advanced level students. ESL teachers gather and collect data from classroom teachers from the baseline writing assessment, and the F&P reading and baseline math tests. This information informs their instruction so that they know which students need more support and in what areas. The ESL teachers are participating in the planning meetings with teachers on the grades where they are providing services so that they are aligned with the focus and content of the domains/units of study within the programs. Support is provided using ESL strategies and scaffolded materials for ELL students in addition to the what the classroom teacher provides. This practice allows ELL students the ability to participate in class discussions, and in meaningful partnerships where they can contribute to and share their opinions, thoughts and ideas in a risk-free environment. Visual exposure to grade level content provides the confidence and the level of vocabulary to be able to agree or disagree and add to discussions. It also helps to support them to become an integral member of a group working on a project together to produce grade-level work as active participants in their learning.

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

Our school does not have a dual language program.

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

At PS 91, we evaluate the success of our ELL programs by analyzing data from our ELA, Math and NYSESLAT state exams. We also evaluate the ELA and Math simulations and unit assessments to gather further information on how our ELL students are progressing. It is evident that our areas of need for ELL students are primarily in reading and writing as shown by the results of our ELA, Math and NYSESLAT exams. We use these findings to focus instruction on the areas where the students need the most support. Baseline assessments in writing, F&P assessments and Math baselines taken at the beginning of the school year enable us to place ELL students in small groups for guided reading, targeted writing and small group math support. Assessments in the students' home language also help us to understand whether language is the only issue impeding student performance or whether there might be learning difficulties. The success of our ELL program is measured by the number of students who reach a score of proficient on the NYSESLAT, by the number of students who progress one or two levels and in which modalities we are finding improvement. We also look at the growth students are making on their F&P reading levels throughout the school year and if they are reaching benchmarks. Finally, we use unit assessments, class work, participation, group work, simulations and teacher observations to evaluate the success of our programs for ELL students.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At PS 91, we follow the procedures stated in the EPIC (ELL Parent Information Case) distributed by the Office of English Language Learners. The identification process and placement of ELL students began with preliminary registration in June. Parents, who pre-registered their children for Kindergarten earlier in the year, were contacted and a meeting date was scheduled to meet with certified ESL staff. On June 5th, 7th and 10, 2013, the ESL pedagogues met with parents in the school library. At that time, two ESL pedagogues met with the parents, one of whom is bilingual in Spanish. His name is Andres Barillas Acosta; he is an ESL teacher. The other ESL pedagogue is Carol Pincus; she is an ESL teacher. The third ESL pedagogue is Patricia Mamara; she was the ELL coordinator and ESL teacher last June. The meeting's agenda was explained in both Spanish and English. The HLIS (Home Language Identification Survey) was clearly explained item by item so that parents could make informed decisions about completing the form correctly. An overhead projector was used so that parents could follow the explanation line by line. After determining if the child's home language was other than English, the ESL pedagogues met with each child individually to conduct an informal interview to determine the child's language. If the child spoke and understood English clearly and no other language was

indicated on the HLIS, then the child was deemed a non-ELL. If the child's language was Spanish or a language other than English, he or she became eligible for an informal assessment conducted by one of the ESL pedagogues; forty-nine students were informally assessed. During this time, parents were shown the parent video as the NYC Chancellor described the three choices of programs offered by the NYC Department of Education. Parents who spoke a language other than Spanish were able to listen to the narrative in their home language. Parents chose from one of the three programs: TBE (Transitional Bilingual Education), freestanding ESL (English as a Second Language) and Dual Language. Each parent was met with on an individual basis. If translation was needed, it was provided by the Spanish bilingual/ESL pedagogue. As our school does not offer a Dual Language Program, it was explained to parents that at this time, the Dual Language program would not be a choice at this school. However, it was further explained that if enough parents show an interest in the Dual Language program, PS 91 will take this information into consideration and address the possibility of providing a Dual Language program at the school in the future. Parents were also given the ELL Parent Orientation Brochure in the language of their choice. The ESL staff also provided parents with a list of summer reading programs for pre-school children at local libraries. In addition, they were also given a handout detailing expectations and ideas for preparing their children for Kindergarten.

This year for the first time, parents who had registered their children in June were invited to formally register their children in July. On July 15th and 16, 2013, the official LAB-R (Language Assessment Battery) test was administered to fifty-five students. The ESL pedagogues reviewed the results and children who passed the test were deemed ineligible and parents were given a non-entitlement letter. Children who did not meet the passing score were considered eligible for ELL services; children were placed in the appropriate TBE or ESL class depending on parent choice. At that time parents were notified that their child's eligibility for the TBE and ESL programs would terminate once their child reached proficiency in English measured by the NYSESLAT (New York State English as a Second Language Test). Parents then received the Continuous Entitlement Form for those students eligible for services. Two of the pedagogues who assisted in administering the LAB-R and meeting with parents were Andres Barillas Acosta and Reyna Lachapell, both of whom are Spanish speaking. The third pedagogue, Carol Pincus, is an ESL teacher.

In September, the ESL team, Andres Barillas Acosta and Carol Pincus, both ESL pedagogues met with all new registrants and their parents to explain the intake process, test students, assist in completing the HLIS form, to explain the parent choices, show the parent video and explain the results of the LAB-R test. Within 10 days of registering, any new admits were tested; parents were met with and the intake process was adhered to as stated above. In addition, the Spanish LAB was administered by Andres Barillas Acosta, a bilingual pedagogue, within the 10 day period as well. Subsequently, all new admits are given the LAB-R and Spanish LAB within ten days of registering at PS 91. Furthermore, the procedures for the intake process are followed as stated above.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

During the Intake process, our school has established structures such as an explanation of the HLIS, viewing the parent video, making the parent choice and receiving the entitlement or non-entitlement letter as deemed appropriate in order to ensure that parents understand all three program choices (TBE, DL and ESL). When the ESL meets with parents, we emphasize the importance of filling out the HLIS. We make certain that the parent is offered the HLIS in his/her language preference. The HLIS is explained clearly item by item so that parents have a complete understanding of the questions being asked; we use an overhead projector to display the questionnaire for everyone to view. One of our ESL pedagogues, Andres Barillas Acosta, is bilingual in Spanish, so he translates whatever is stated in English. When the HLIS is completed, they are reviewed by the ESL team (Andres Barillas Acosta, Carol Pincus) in order to determine student eligibility for the LAB-R and Spanish LAB, if applicable. The HLIS will later be stored in the child's cumulative record folder. At the time of registration, the parents view the educational video that describes the three NYC program choices. If a parent requires a language other than English or Spanish, we provide a separate computer for that parent to view this information in his/her home language. Once the child completes the LAB-R, the team calculates the score and determines eligibility. Then the parent is notified. A child who is not eligible is placed in an appropriate monolingual class and the parent is given a non-entitlement letter. At PS 91, we register children beginning on the first day of the school year, September 8, 2013 and continue each day following until all children have been registered. As parents continue to register their children, we follow the procedures as stated above in order to ensure that all three program choices are described and explained clearly so that parents can make an informed choice for their child.

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 [\[see tool kit\]](#).)

Parents of children who are eligible are given an entitlement form with their child's score at the time of registration. It is at this time that these parents receive the Parent Choice of Program Form so that they can make their informed choice of program. Our ESL team, Andres Barillas Acosta and Carol Pincus, collect all Parent Surveys and Program Selection forms and place them in a binder which is stored in the ESL Office. Entitlement letters are completed, distributed to each classroom and sent home with each individual child in his/her homework folder for parents to read.

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.

In order to place identified ELL students in Bilingual or ESL instructional programs, PS 91 places children according to the Parent Choice of Program form. If a parent has chosen TBE and there are no bilingual classes on that grade, we accommodate that request to the best of our ability unless a bilingual class on that grade is not available. We record the parent's name and her request for a bilingual class. Parents' names and requests are kept on file in the ESL office in a binder so that we can address and accommodate those requests in the future. Parents who have chosen ESL are accommodated as their child will either be placed in a free-standing ESL class or a monolingual class with ESL push-in or pull-out support for the mandated minutes required depending upon the child's level. A bilingual pedagogue, Andres Barillas Acosta, explains the choice, programs and entitlement or non-entitlement process. If a parent chooses a Dual Language program, we explain that at this time our school does not have a Dual Language program and the child will be placed in either a bilingual or ESL class until our school is prepared to initiate a Dual Language program. Furthermore, we make certain that all parents understand the placement process as it applies to the Parent Choice of Program form and the eligibility of the programs available at the time of registration even when children are registered at any time throughout the school year. In addition, we update our ELPC screen within the 20 days of receiving students and as an ongoing basis as well.

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.

In order to administer the NYSESLAT to all ELL students each year, we follow a prescribed procedure. To begin with, we create a pacing calendar for each grade band to follow in order to ensure test preparation in all four skill areas. NYSESLAT test prep workbooks are purchased for each class for individual ELL students. Next, teachers plan and implement lessons based on their students' abilities in the four skill areas. In this way, students are exposed to the kinds of questions with which they will be asked to respond. Particular attention is paid to the parts of the test that are new or have been changed as outlined in Phase One of the testing.

Prior to the test's administration, teachers receive the NYSESLAT testing memo containing dates, times and locations for testing all four modalities; this memo lists all students eligible for testing with testing accommodations for children with special needs. It also references students who are not eligible and placement for them during testing of ELLs. The Speaking subtest is conducted by the ESL team; a separate memo detailing the specific dates and times for testing each class is distributed to teachers prior to the testing dates. The Listening, Reading and Writing subtests are administered on three separate consecutive days. This information is outlined in a separate memo regarding these three subtests. All students who require Special Education modifications for testing are accommodated accordingly. All subtests are administered by the bilingual, self-contained ESL classroom teacher or an ESL provider and a proctor whenever available. A chart of classroom rosters for all ELL students being tested is maintained in the ESL office where the tests are secured and stored throughout the testing period and until the test is completed and packaged for delivery complying with the prescribed dates. The roster chart allows the ESL team to determine which students have not taken each subtest due to absenteeism so that they can schedule make-up testing days for each of the subtests; the make-up testing days immediately follow the scheduled testing days. Each teacher signs for her own individual tests and signs off when returning the tests; the tests are counted at both times to ensure test security. With regard to the Listening subtest, prior to the day of testing, all classrooms used for testing are outfitted with a CD player for use on the Listening subtest. All testing administration manuals are collected after the tests have been administered. Finally, all parents of ELL students across the grades receive a letter describing clear expectations regarding times, days and expectations for testing for the duration of the three days of testing.

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. 

At PS 91, our Parent Survey and Program Selection forms yield the following information. Our school tested seventy-seven students at the beginning of this school year. Of those tested, twenty-one tested out; they exceeded the cut score for the grade and all of these children were of Latin descent. Thirty-four parents chose the ESL Freestanding program; out of those tested, the highest child scored a 25 (26 or higher on the Kindergarten LAB-R is passig) and the lowest scored a 5 on the Kindergarten LAB-R. Children from the following three countries: Vietnam, Albania and Bangladesh had the lowest scores and were placed in ESL classes. Twenty-two students were placed in the TBE program; of those tested, the highest score was 24 for a Spanish/English child and the lowest was 0. Parents of children who scored intermediate to high (14, 19 and 20) chose to place them in a TBE class. In one instance, the parent decided to place the child in an ESL class; the child's score was 5.

There was an interest in the Dual Language program in one instance. The parent chose the ESL program rather than looking for placement in another school; she was advised that we would keep a record of parent's request for a Dual Language program form on file.

An analysis of this information reveals that parents typically consider placing a child in an ESL setting if the child scores above 13 on the LAB-R with very few exceptions rather than a TBE class. Furthermore, this data indicates that our program models are aligned with parent request choices.

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])?
 - a. At PS 91 our organizational models are Push-In, Self-Contained and Pull-Out.
 - b. At PS 91 our program models are Block scheduled with 100 minutes of ELA instruction in grades 3-5 and 120 minutes of ELA instruction in grades K-2. Our groups are heterogeneous so that levels B/I and A are mixed throughout our classrooms and, therefore, have opportunities to learn from one another.
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)?

At PS 91, we have Spanish TBE classes in grades K-3. The table below shows how we allocate Spanish and English instruction in our TBE classes depending on the grade and proficiency level. The curricula, CKLA and Expeditionary Learning, adopted by NYC Department of Education are in English; therefore, our percentage of Spanish and English is as follows:

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

At PS 91, our ESL providers push in to monolingual classes to ensure that all ELL students receive the mandated instructional minutes according to proficiency levels in each program model. For Beginner/Intermediate levels, 360 minutes are delivered as per CR 154 throughout the course of the week. For Advanced level students, 180 minutes are delivered as per CR 154 throughout the

course of the week. The ESL and classroom teachers share information in order to address the needs of the ELL students; the ESL teachers attend the planning periods of the grade(s) for which they are providing services. The mandated ESL minutes in the bilingual classes, K, 1, 2 and 3, take place during Guided Reading for CKLA program K-2 and the Expeditionary Learning program in grade 3. The NLA period is delivered one period a day, five days a week as mandated.

For ELA instruction, students receive 100 minutes per day (50 minute periods) in Grades 3-5 and 120 minutes in Grades K-2. The CKLA curriculum is divided into two strands: Listening and Learning and Skills.

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 the TBE program, in grades K-2, students receive instruction in Math in their home language; Science and Social Studies are part of our newly adopted NYC approved program, CKLA (Core Knowledge Language Arts). In grades 3-5, students receive instruction in their home language in Science and Social Studies as the NYC approved curriculum adopted, Expeditionary Learning, requires separate instruction for those content areas. In all content areas, teachers provide small group instruction. In Science students participate in hands-on activities in addition to classroom instruction for an additional period provided by a qualified Science teacher. Our TBE classrooms are equipped with leveled libraries in Spanish, most of which are non-fiction selections. The curricula that our school has chosen (CKLA and Expeditionary Learning) reflect multiculturalism as well as a focus on customs, cultures, religions and traditions. ESL support is provided as the four modalities: Listening, Speaking, Reading and Writing are addressed in small group through Guided Reading and/or whole class lessons through co-teaching lessons. In addition, we support our ELL students in making content comprehensible by providing a foundation using a Spanish program, Senderos, delivered two days a week by a highly qualified bilingual teacher. This program provides students with charts, audio supports, manipulatives, dictionaries and hands-on activities that develops basic vocabulary and gives students access to academic language. Furthermore, we also support our ELL students implementing a pilot program offered by Office of ELLs, Fast ForWord, for 180 minutes a week utilizing our Computer Lab, 30 minutes more than the minimum time required. We chose the students for this program based on the 2013 NYSESLAT results; 30 students who did not progress from the 2012 results. The majority of these students scored Intermediate for two consecutive years. In addition, we included students who did not progress from the Beginning level from the previous year and our SIFE students. Also, all of our classrooms are equipped with Smart board technology, which serves not only as a ready source of visuals, but also as a way to provide highly motivating, hands-on interactive instruction. Our teachers provide additional support for ELL students with Reading A to Z program, which are take-home books, as well as leveled classroom libraries of fiction and non-fiction trade books. We provide either a library, music or art period one or two times a week so that ELL students are given opportunities to take part in enrichment education.

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

Our ELL students are appropriately evaluated in their home language throughout the year using the Spanish Fountas and Pinnell reading assessment four times a year to determine reading progress. In writing, we require a baseline, midline and endline which teachers use to inform their instruction, create small groups and determine next steps.

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

We ensure that our ELL students are appropriately evaluated in all four modalities of English acquisition throughout the year by administering a baseline, midline and endline writing assessment as well as F & P reading assessments four times a year and running records in between those prescribed times. The writing and reading assessments allow teachers to determine reading level, guided reading groups and independent reading book baggie selections for practice at home. More importantly, teachers assess on a daily basis as they listen in to small group discussions and keep a checklist of student participation and comprehension during whole class instruction. These teacher-observation assessments allow the teacher to keep track of the students' ability to communicate with others, express themselves in the new language and make use of Tier 1 and 2 vocabulary for general lessons and Tier 3 vocabulary for content specific lessons. Together with end of unit assessments and interim assessments, teachers are given a comprehensive look at student progress such as strengths and areas of need. Progress reports (both in English and Spanish) go home three times a year prior to report cards so that parents are aware of their children's progress.

6. How do you differentiate instruction for ELL subgroups?

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

Instruction is differentiated for ELL subgroups when ESL providers push-in or pull-out and provide scaffolded instruction to support students. Using ESL methodologies during this time provides ELL students with tools for negotiating text in the new language. In addition, the CKLA and Expeditionary Learning programs offer resources specifically for ELL students that are accessible online and throughout the Teacher's Guide. In the CKLA program, there is a Supplemental Guide that offers the same content at a more accessible level, which is

beneficial for our ELL students. ESL providers target newcomers and make certain that they are supported with by using visuals to explain vocabulary; they use additional illustrations, realia, graphic organizers as well. They allow the children appropriate wait time to respond and time during lessons to think/pair/share with their partners.

a. SIFE

Our school has 8 SIFE students in both our TBE and ESL classes. Because these students need a foundation in literacy in their home language before they can transfer their knowledge of language to the new language, our instructional plan for SIFE students focuses on delivering content and literacy instruction in the home language. The students in these classes receive extra support in small groups from the classroom teacher and the push-in ESL instructors where applicable. We rely on assessments throughout the year to monitor progress and determine the level of intervention necessary. Based on these assessments, we devise custom-made plans of instruction for each individual. In some instances, these plans call for one-to-one instruction particularly when the student is older and several years behind his/her fellow students. We also utilize group work as a way to teach social skills and teamwork and to practice speaking and listening in the new language. Counseling is also available and has proven valuable to help these students to adjust to the school environment and level of expectations required by the Common Core Standards.

b. Newcomers less than 3 years

Newcomers who are here less than 3 years will receive instruction in their home language three times a week from a highly qualified bilingual teacher. The teacher provides services for 40 students across the grades: K, 1st, 2nd, 3rd, and 5th. She offers six periods of reading in Spanish and six periods of ESL; she also provides services during ETS two afternoons a week for 50 minutes each day. We work closely with newcomers' parents to build a home-school connection. Homework assignments are often translated on a as needed basis so that parents have the opportunity to offer support and be involved in their children's work. We send home progress reports in the home language and we solicit feedback from parents. In addition, our Parent Coordinator organizes workshops for parents who may need services such as tutoring.

c. 4-6 years

Students whose services have been extended one or more times are provided with extra support in the areas in which they struggle most based on their performance on the NYSESLAT subtests. When necessary, we provide coaching in test preparation, time management, study skills and organizational systems. Students who continue to score at the Beginning and Intermediate levels after repeated extensions are referred for RTI (Response to Intervention) so that with progress monitoring and Tier 2 intervention the child is able to make progress in his/her areas of need. The RTI push-in provider will assess and determine next steps based on findings. As a result, students may receive resource room intervention, speech therapy or placement in a special education setting couple with continued ESL services. The student will be discussed routinely with the RTI team and classroom teacher. Furthermore, we contact the guidance counselors to help support these students to strengthen self-esteem and/or to examine if there are medical, social or family issues that are affecting the child's performance.

d. 6+ years

We have six students who fall into the category of 6 years. Three who have reached the Advanced level on the NYSESLAT and three who have reached Intermediate level; these three are students with special needs. Nevertheless, all of the students will continue to receive services as well as differentiated instruction in a small group. They will also be considered for our Fast ForWard pilot program for ELL students and/or an after-school program. Our guidance counselors meet with these students to help with any social issues that may be interfering with their academic performance. It is our goal to continue supporting our long-term ELL students until they reach proficiency in all four modalities.

e. Former ELLS 1-2 years after testing prof

Our school provides time and a half for state mandated tests and simulations to support our ELL students who have achieved proficiency one and two years after testing. Former ELLs are also invited to participate in any after-school programs and are give first preference.

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?

ELL students with disabilities receive services mandated through their IEP (Individual Education Plan). Our ESL providers will support ELLs with special needs and collaborate with special education teachers, speech providers, resource room teachers, occupational therapists, physical therapists, the school psychologist, social worker and guidance counselors in order to create the best learning conditions for the students. Instructional strategies for ELL students with disabilities include significant interaction between the teacher and student. Group work allows students to move around, interact with one another and take part in whole class or small group discussions and activities in order to build confidence and self-esteem. Students participate in active learning as they are offered hands-on activities that focus on strengths and improving capabilities. Teachers are aware of the students' accommodations and adapt activities so that all students have the opportunity to gain access to information in reading, writing and

content area subjects; feedback is given regularly so that students build an understanding of how to improve their learning. In addition, ESL providers scaffold oral and written instruction, give clear directions and model how to apply strategies in order to facilitate comprehension. Other strategies will include using visual aids such as pictures, graphs, graphic organizers, story maps or story boards and word mapping to build comprehension. It is a universal practice for teachers to provide services for ELL students with disabilities to ask students to repeat directions in their own words so that immediate assessment will help determine comprehension. Our ELL-SWD students are given resources to help with study skills particularly organizational skills. In addition, they are taught time management skills in order to complete tasks and prepare for standardized tests. Special education teachers refer to each student's IEP and the modifications stated within; however, they follow the curriculum as well as the requirements outlined in the units of study based on the Common Core State Standards.

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

Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of students with special needs by providing support through the ICT (Integrated Co-teaching model) in grades K, 1, 2 and 3. Lessons are linked to students' abilities so that there are clear and engaging foci. Students are allowed to practice skills in a variety of contexts and directions and instructions are repeated often in order to aid learning. Language development activities are offered in multi-sensory ways so that students' learning styles are addressed.

Courses Taught in Languages Other than English ⓘ

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

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

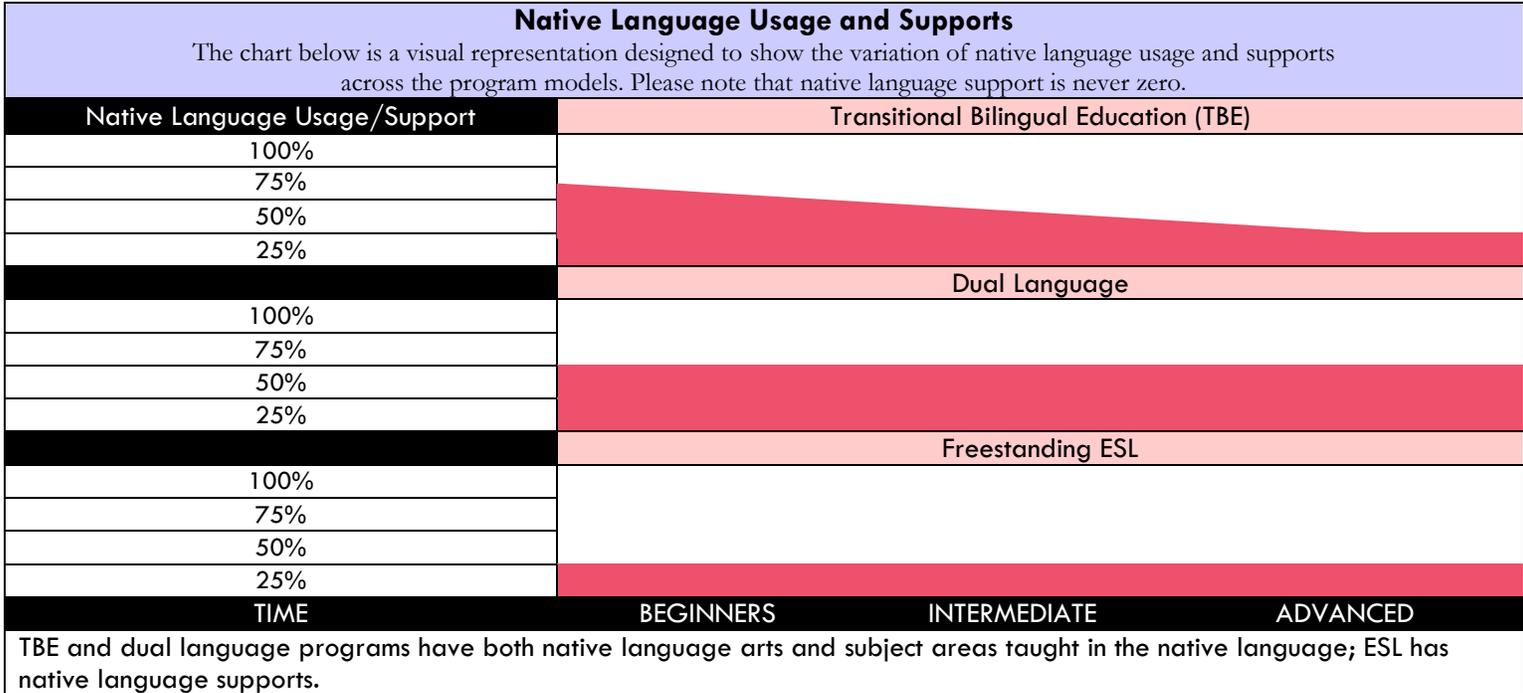
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:	Spanish		
Math:	Spanish		
Science:	Spanish		

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

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

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

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



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.
- At PS 91, our school provides targeted intervention for our newcomers and SIFE students. We provide an after-school program two afternoons a week for 90 minutes each day. The program that we are offering is Fast ForWord, a pilot program specifically for our ELL population provided by the DOE. It is a reading intervention computer program that targets foundational skills, phonemic awareness, language, memory, attention, processing and sequencing skills. In addition, during our school day, we have made provisions for 40 of our newcomer ELL students to receive instruction in their home language and in ESL support. Students in first first, second and third grade receive NLA for one period a day three times a week. Students in grades four receive ESL one period a day three times a week with an additional two periods of ETS on Tuesdays and Wednesdays. In Kindergarten, students receive ESL one period a day four times a week. The program we are using this year is Senderos, a Spanish language program, the counterpart of Journeys, a Houghton Mifflin Harcourt program. It provides instruction and materials that are 100% Common Core aligned. Both of our ESL pedagogues provide ESL support in Math when they push-in to the math block periods in grades K, 1, 2 and 3.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As both of the ELA programs this current year are new to PS 91, we do not have data as to whether or not these programs are meeting the needs of our ELL students in both content and language development. This data will be determined by the end of the school year when we are able to look at student work, reading and writing assessment and simulations and test results. In the meantime, teachers are analyzing the results of the unit tests for each domain and units of study in both programs in order to determine areas of need and to determine small group instruction. Furthermore, both programs have supplemental resources to support our ELL population. Our goal is to have our ELL students be able to achieve success with grade level content.
11. What new programs or improvements will be considered for the upcoming school year?
- At PS 91, our school is supporting newcomers using Senderos, a Spanish language program recommended by NYC DOE. A certified bilingual teacher meets with 40 students who were chosen based on the 2013 NYSESLAT results and their newcomer status; she meet with them three times a week, Tuesday through Thursday for three periods of NLA and two periods of ESL. The periods are 50 minutes each. The breakdown is as follows: seven students in Kindergarten, nine students in first grade, thirteen students in second grade, six students in third grade and five students in fifth grade. She also provides support services during ETS two days a week for ten fifth grade students; those periods are also 50 minutes each.
12. What programs/services for ELLs will be discontinued and why?
- Last year we piloted the program, English Now, for our newcomers in grades 1, 2 and 5 as those were the grades that we had the largest number of newcomers who had not had a substantial amount of formal education in their home countries. This program was scheduled for three periods a week. In the lower grades, progress was made and students were able to move out of the program after they reached and passed the first module; then newly arrived students were placed in the program in addition to those students who did not show progress; this program was in place until the end of the school year. We will be discontinuing this program as we have decided to provide students with support in their home language based on years of research stating that if students are strong in their home language, they will be able to transfer that learning to the new language. Therefore, we are supporting our newcomers with a Spanish speaking program so that they are able to show progress in their language acquisition and development. We believe that strengthening language acquisition in their home language will help build confidence and self-esteem and the knowledge that they need to progress in the new language.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- At PS 91, our ELL population has equal access to all school programs. ELL students are encouraged to attend our after-school program and a letter is sent out to parents describing the program, the purpose and the days and hours that the program will run. Our ELL students are also encouraged to participate in morning routine announcements and literacy through the arts that take place in our school such as a musical review in the spring. These programs incorporate all students and ELL students are well-represented.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- At PS 91, all of our classrooms are equipped with Smart board technology; ELL students participate in computer technology class as scheduled in our program. As for instructional materials, in all of our classrooms, students are exposed to charts, students work and word walls as tools for learning. All TBE classrooms have leveled Spanish libraries as well as leveled libraries in English so that students can choose books based on their independent reading level to read at their own pace in either or both languages.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

At PS 91, native or home language support is scheduled for one period a day in the TBE program. Support is provided through Spanish libraries, glossaries, partnerships for small group work, turn and talk and discussion and hands-on activities in the content areas.

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

At PS 91, services and resources are matched with students' ages and grade levels as stated in the parent choice form. If a student enters school with an academic ability below their age, the student is given extra support to meet his or her needs. Beginner and Intermediate students receive 360 minutes of ESL support a week and Advanced students receive 180 minutes of ESL support a week.

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.

At PS 91, for ELL students who enroll throughout the year, they will be placed in our newcomer program based on their LAB-R test results. As for newly enrolled ELL students, the ESL team meets with parents who have registered their children to assist them in understanding their choices of programs offered at our school. We also explain how to complete the HLIS and show the parent video. In addition, we describe the expectations for Kindergarten and offer suggestions for preparing children for school, and we distribute a list of summer reading programs at the local libraries in the area.

18. What language electives are offered to ELLs?

Our school does not offer language electives at this time.

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)?

Our school does not have a Dual Language program at this time.

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. At PS 91, our Network ELL Achievement Coach has visited our school three times this year so far. The coach and the assistant principal for K-2 met on September 12th to discuss our ELL population and to schedule a professional development session our Bilingual and ESL teachers, which took place on September 19th. It was determined at the September 19th meeting that we would schedule a walkthrough of the Bilingual classes; the walkthrough was conducted on October 3rd. The coach provided feedback which was sent to the teachers whose classrooms were visited. Then on October 24th, there was a follow-up meeting with the Bilingual teachers to discuss various ways to support the students, one of which included suggestions of websites for grade level content material. Meetings with the network coach will be scheduled on a monthly basis with the focus on strengthening the TBE program and how best to implement the two new literacy curricula that our school has adopted. We also took a closer look at the NLA period and how best to support our students during that period so that they are improving their home language. In addition, our ESL team will be attending professional development provided by our network. It is a series of three sessions; the topic is ELL Support Series: Improving ELL Achievement through CCLS-Aligned Curriculum and Instruction. They will turnkey this information to the all teachers of ELL students. The series takes place in November, December and January; therefore, our professional development will revolve around sharing this information with teachers and support staff; the turnkey sessions will take place on Thursdays during the ETS/Professional Development period. The dates are as follows: November 21, December 19 and January 30, 2014. In the months of February and March, all teachers of ELL students will attend in-house workshops on the new changes in the 2014 NYSESLAT. The focus will be on how to address instruction for all four modalities and NYSESLAT test taking strategies. Both workshops will be conducted by our ESL team on Thursdays during ETS/Professional Development time in February and March; those dates are February 28th and March 13th. At this time, a pacing calendar will be presented so that all teachers of ELL students have a focus and structure for preparing the students to become familiar with and feel confident in taking the NYSESLAT exam. The pacing calendar will be specific for grades K, 1-2, 3-4 and 5 in keeping with the new banding. In addition, teachers of ELLs will be asked to incorporate the listening, speaking, reading and writing elements from the test into their everyday lessons. The PD sessions will focus exposure to illustrations, photographs, maps, charts and graphs that the test requires students to be able to decipher, refer to and incorporate into their essay writing. In the months of April and May, the focus of our PD sessions will be looking at student work; those dates are April 24 and May 22, 2014.

2. Our ESL Team will be attending professional development offered by our network in November, December and January; it is titled ELL Support Series: Improving ELL Achievement through CCLS-Aligned Curriculum and Instruction. The ESL team will turnkey this professional development to our ELL personnel. This PD will share strategies on oralcy and how it can support ELL student writing.

3. In order to assist ELL students as they transition from elementary to middle school, our Guidance Counselors distribute a packet to all fifth grade students to assist them with selecting a middle school. Once the applications have been sent to our school, the Guidance department schedules time slots beginning in November through December to meet with parents individually or in small groups. For our Spanish speaking parents, we assist with translation from one of our bilingual office staff so that all of the information is explained clearly in order for parents to understand the application process. Both students and parents receive information on helpful resume tips and suggestions on how to survive middle school. A list of the open house dates for middle schools is supplied so that parents are aware of the months, times, locations and phone numbers of the middle schools in order to contact the Parent Coordinator and make an appointment.

4. ELL training for all staff will be conducted during the Thursday professional development period. Topics will include the Common Core State Standards and how they are aligned to curriculum and instruction, the changes to the 2014 NYSESLAT, how the test is scored and the criteria for the writing rubric, second language acquisition, ESL strategies and academic language instruction. By the end of the school year, we will have completed the minimum number of hours as per Jose P credit. The dates for the PD sessions are as follow: November 21, December 19, 2013, January 30, February 28, March 13, April 24 and May 22, 2014.

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?

At PS 91, all communications including memos, calendars, notices and letters are sent home to families in both Spanish and English. All pertinent information is posted on the Parent Bulletin Board in the main entrance of the school as well as on the doors and hallways of the mini-school building. We use the School Messenger service to notify parents of school events and school closings. This service provides translation to our parents in many different languages. In addition, at PS 91 makes ongoing attempts to work closely with our parent population in a variety of ways. To begin with, we are offering ESL classes for parents one afternoon a week beginning in November 6th and ending the second week in May. The sessions are from 2:30 to 4:00 pm. Materials include MMEC (Matt, Maestro en Casa) is an educational program that promotes immigrant integration and parent engagement while enhancing English language skills. The program consists of audio lessons facilitated by an ESL pedagogue and complemented by six user-friendly workbooks, both provided at no cost to adult students. The curriculum includes six important focus areas for immigrant families as they strive to better understand life in the United States: basic living, health and wellness, finance, in the workplace, education, and citizenship and civic responsibility. Students may work collaboratively or individually to complete a total of 18 lessons, 54 practices, and 54 homework activities. Next, on September 23rd, 24th and 26th, we scheduled Parent Meet and Greet sessions at 8:00 am each morning so that parents could visit their children's classrooms and meet the teacher who provided valuable information on expectations for the school year including insights into the new curriculum, each classroom's behavior management system, helpful hints for supporting homework help and contact information. In our ELL classrooms, teachers translated all pertinent information for parents. On October 18th, our ESL team and Parent Coordinator offered a workshop at 9:00 am for ELL parents only to share important information such as NYSESLAT testing, the NYSESLAT Parent Report which was sent home in both English and Spanish for each child with an explanation on how to interpret the NYSESLAT test results. Then on October 29th, a Math information session and workshop for all grade levels was presented at 8:00 and a Parent Workshop at 9:00 am. At PS 91, we always accommodate our Spanish-speaking parents by offering translation of all information presented. For the month of November, we will hold two Literacy information sessions and Workshops for parents. The first is on November 19th at 8:00 am for grades K-2 with a Parent Workshop at 9:00 am, and the second session is scheduled for November 20th at 8:00 am with a Parent Workshop at 9:00 am. In the month of December, we will offer a Math Open House on December 10th for grades K-5 at 8:00 am and a Parent Workshop at 9:00 am. On December 19th, there will be a Parent Workshop with our Parent Association at 8:30 am. As the school year progresses, we will continue to offer parent information sessions and workshops throughout the school year on a monthly basis. Our agendas will include the curriculum and its alignment to the Common Core State Standards, the new 2014 NYSESLAT and its changes and how to prepare students for all of the upcoming state exams. Furthermore, at our Parent/Teacher Conference Day and Evening, in the fall on November 14th, and in the spring on March 12, 2014, we will provide Spanish translation for parents in individual classrooms, and we will strategically place our bilingual pedagogues in monolingual classrooms to offer assistance wherever needed.

At this time we are not affiliated with a CBO. We determine the needs of our parents through constant and extensive outreach by our Parent Coordinator to the school community. Our administration assures parents that we are always available to meet with them to address any concerns. In addition, we greet our children and parents at arrivals and at dismissals so that they are assured that there is always a presence and availability to discuss concerns or answer questions if needed. By being visible to our parents on a daily basis, we offer a friendly environment where all constituents are welcome and a level of availability that ensures confidence and commitment to our students, school and community. As our teachers are expected "to keep one's finger on the pulse of the classroom", so too are we, the administration, expected to have a continuous awareness of our parents and school community.

At PS 91, we offer a parent survey distributed and collected by our Parent Coordinator in order to determine parents' needs. Once we have that information, we address common issues or concerns at our parent workshops or on an individual basis if needed. At PS 91, it is our goal to create a welcoming, informative community that addresses the social and academic needs of all of our students and families.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Meridith Nasjletti	Principal		11/6/13
Carol Pierce	Assistant Principal		11/6/13
Geormari Cruz	Parent Coordinator		11/6/13
Tracey Ball Douglas	ESL Teacher		11/6/13
Rosalind Andino	Parent		11/6/13
Carol Pincus	Teacher/Subject Area		11/6/13
Andres Barillas-Acosta	Teacher/Subject Area		11/6/13
Pam DeLuca	Coach		11/6/13
Reyna Lachapell	Coach		11/6/13
Sophia McCartney	Guidance Counselor		11/6/13
	Network Leader		11/6/13
Patricia Mamara	Other <u>AP</u>		11/6/13
Wendyliza Gonzalez	Other <u>Related Services</u>		11/6/13
Jacqueline Gutierrez	Other <u>Secretary</u>		11/6/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X091 School Name: PS 91

Cluster: 6 Network: CFN606

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

Part A: Needs Assessment Findings

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

The data that is used to assess our schools written translation and oral interpretation needs comes from the Home Language Survey which is completed at registration by each parent. Since the data indicates that the majority of our school's ELL parents are Spanish-speaking, we make certain that all of our written communication is translated into Spanish so that our parents are provided with appropriate information in a language that they can understand in a timely manner. In addition, we provide oral interpretation services whenever needed, such as at registration, Parent/Teacher Conferences, Curriculum Evenings and Meet and Greets, informal parent/teacher meetings, and at school assemblies, celebrations and graduations. The NYSESLAT Parent Report is also sent home in both languages so that parents are aware of how their children scored on the state English exam for language learners. Furthermore, School Messenger is utilized so that if there is a need, interpretation services are provided in any of the covered languages. With regard to parents who speak languages other than Spanish and who require written translation and/or oral interpretation, we have designated an ESL pedagogue, Andres Barillas Acosta, as our Language Access Coordinator. He will attend the first session of training scheduled for November 22nd at St. Francis College in Brooklyn, NY. The training will prepare him to support our school in monitoring our parents' language needs and help him to identify school staff who are qualified and available to provide interpretation assistance. In addition, he will be trained on how to allocate funding to provide language assistance if needed and also learn how to inform parents of the availability of language assistance services.

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

The major findings of our school's written translation and oral interpretation needs are gathered from the Home Language Survey. We have reported these findings at the School Leadership Team meetings, Parent Association meetings, and the Title I Parent meetings. Therefore, the school community is kept informed of the latest information regarding our school's ELL population. Parents are informed of the percentage of our ELL population attending PS 91 as compared to the total population of the school. Presently, our school ELL population consists of 33.88% of our total school population, or 250 ELL students. Our school's languages other than Spanish is as follows: Bengali (23 families), Arabic (1), Haitian (1), French (4), Albanian (2), and Other (15).

Part B: Strategies and Activities

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

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

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

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

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

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



Department of English Language Learners and Student Support

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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: 91	DBN: 10x091
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 67
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: 5
of certified ESL/Bilingual teachers: 5
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: Part B: Direct Instruction Supplemental Program Information: For the 2013-2014 school year, 250 ELL students took the NYSESLAT. The results indicated that our school had 38 students in grades K-5 reached Proficiency level. In grades 3-5, we have 37 students who reached the level of Advanced; 13 students who reached the level of Intermediate and 8 students who scored as Beginners on the 2014 NYSESLAT. Therefore, using this data, we will offer support to our current ELLs, grades 3-5, two days a week, Wednesdays and Thursdays from 2:30 to 4:30 pm by providing instructional support focused on improving reading and writing skills.

There will be 67 current ELL students in total for whom we will provide after school instruction. In grades 3-5, we have 30 students who are Beginner, Intermediate and Newly Admitted; five of our Beginner students are SIFE. We will use the Imagine Learning program to support our Beginner, Intermediate and newly admitted students. This program is focused on reading comprehension and academic vocabulary. We will have two classes of 30 students, approximately 15 students per class. In addition, we will have three classes of 37 Advanced students in grades 3, 4 and 5; those classes will have approximately 12 students in each class. All of our afterschool students will receive instruction in Math as well. Therefore, we will divide the 2 hour sessions into two periods of 60 minutes each. Students will be grouped within the classes according to their specific needs. For our Advanced level students, we will use Reading A to Z, and to support Math instruction in all groups, we will use iReady which is a K-12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level; it also provides ongoing progress monitoring that shows whether students are on track to achieve end-of-year targets. It provides rigorous, on-grade-level instruction and practice with Ready® and additional downloadable lessons to help meet individual student or small group needs. It also offers personalized student instruction targeted to students' unique areas of needs and mobile apps to boost achievement. Teachers get instant student data, and easy-to-use reporting and ongoing progress monitoring provide educators with real-time insights for each student at the class, school, and district level. The program uses animation and real world situations to engage students in meaningful learning while providing them with the support they need when they need it. iReady keeps track of the student's progress and adjusts the level of difficulty as students develop understanding and apply skills in multiple ways.

Highly qualified, certified ESL and Bilingual teachers will provide the aforementioned services using

Part B: Direct Instruction Supplemental Program Information

exemplary ESL methodologies which will focus on oral expression, listening, reading, writing, word study and vocabulary building in order to increase knowledge, build comprehension, apply critical-thinking skills and learn how to self-assess their writing. Students will be taught how to develop strategies and structure their responses so that they are able to address all of the bulleted points required in the essay writing questions on the NYSESLAT and ELA exams. The teachers will also provide instruction on Common Core problem solving strategies in Math. Instruction will focus on targeted needs based on assessment results. The focus will include how to explain one's thinking in writing for finding solutions to math problems. Teachers will provide small group instruction focusing on the linguistic and academic needs of their students. Data from the 2014 NYS Math tests will be used to determine gaps in the students' understanding of the curriculum and to plan for differentiated small group instruction.

The program will be offered Wednesday and Thursday afternoons for two hours from 2:30 to 4:30 pm for a period of 34 days beginning December 3, 2014 and ending on May 20, 2015. In total there will be 34 sessions, which is the equivalent to 68 hours of instruction. The instructional language will be English and there will be 5 instructors. The dates are as follows: 12/3, 12/4, 12/10, 12/11, 12/17, 1/7, 1/8, 1/14, 1/15, 1/21, 1/22, 1/28, 1/29, 2/4, 2/5, 2/11, 2/12, 2/25, 2/26, 3-4, 3/5, 3/11, 3/12, 3/18, 3/25, 3/26, 4/1, 4/2, 4/29, 4/30, 5/6, 5/7, 5/14, 5/20.

As this program will be the only one running at our school, 68 hours of per session will be applied to have a supervisor in the building in order to oversee the program. The intermediate supervisor will conduct informal observations of teachers. This practice will ensure that the teachers are identifying learning gaps and aligning instruction towards closing those gaps for students who need to improve their ELA, Math and NYSESLAT scores.

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: Part C: Professional Development: In order to address the needs of our LEP students based on the 2014 NYSESLAT results of the writing modality, our teachers will receive professional development in the form a study group, which will focus on assessing student writing. They will meet once a month on the following six Mondays: November 24, December 22, January 26, February 23, March 30 and April 27 for 45 minutes from 2:30 to 3:15 pm in order to address the needs of the students for whom they are providing services in the after school programs. Teachers will administer a baseline assessment on the first day of class, Wednesday, December 3, 2014 and using that data, they will determine how to address their students' writing concerns. Teachers' work will be supported by using Carl Anderson's Strategic Writing Conferences: Smart Conversations that Move Young Writers Forward. At the first session on November 24, 2014, teachers will be introduced to Carl on Camera, Part 1 or a four part series on DVD whereby the author explains the elements of an effective conference, conferring concepts and ways to assess young writers (grades 3-6). At the subsequent

Part C: Professional Development

professional development sessions, teachers will view parts 2-5 and view eleven full-length conferences as Mr. Anderson confers with students at various stages of the writing process. Teachers will become knowledgeable with useful advice on improving and honing the teacher's role in conferences as well as strategies for teaching students to take an active role in revising and editing their writing. Moreover, students will learn new ways of thinking, how to develop effective techniques and straightforward strategies while grasping how to confer with students about their writing. Learning how to confer with the teacher about their writing will benefit students not only with their own writing but also with their classmates' writing so that they will be able to provide peer support and collaboration. We will have one distinct group of students: grades 3-5 current ELLs who are Advanced, Intermediate, Beginner and New Admits. The teachers will be using two different programs in ELA and Math to address the needs of the students. The teachers providing instruction for the Intermediate, Beginner and Newly Arrived group will be using Imagine Learning; they will receive professional development at two 2 hour sessions provided by Imagine Learning on how to utilize the program to best suit the students' needs. They will also attend the 6 PD sessions using the reading/writing resource, Reading A to Z, which focuses on reading comprehension and responding to text-dependent questions, and is aligned to the Common Core standards. This research-based reading comprehension curriculum will allow for independent work, small-group work, whole-class lessons, or teacher read-aloud lessons. Imagine Learning will provide professional development in November so that teachers fully understand how to implement the program to yield optimum results. We will be utilizing 41 licenses that will be installed on desktop computers in the computer lab and on laptops for individual student use. Teachers will also receive professional development from the Math Coach, which will take place during the school day, in order to implement the iReady Math program.

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: Title III Part D: Parental Engagement Activities: This year the new UFT contract has provided Tuesdays from 2:20 to 3:00 for parent meetings. In order to support our ELL parents, we will conduct our ELL Parent Orientation Meeting on Tuesday, September 30, 2014 at 8:15 am and at 2:20 pm in the school cafeteria where we will provide refreshments. By scheduling two different times of the day (morning arrival and afternoon dismissal), parents will have the opportunity to attend either session at their convenience. An ESL team member will provide translation for both meetings, and the Parent Coordinator will be present as well. The meeting's agenda will include the following:

Part D: Parental Engagement Activities

- Bilingual and ESL staff and contact information
- Common Core Curriculum
- How children learn English in bilingual and ESL classrooms (second language acquisition)
- Tests that your child will take this year (NYSESLAT) and state ELA and Math tests if applicable
- Questions/concerns
- Support for your children
- Ways to get involved in your child's education

Parents will be notified in English and Spanish regarding workshops and meetings with the relevant information and receive a reminder two days prior to the meeting. In addition, parents will be notified through school messenger and written communication. Parent workshops are held on a monthly basis; the workshops will center on parent choice, such as how they can best support their children at home with homework assignments, exposure to the Common Core Learning Standards and expectations for student performance both academically and behaviorally. Our school is implementing a new behavior program, PBIS (Positive Behavior Intervention and Supports), which will be the focus at one of the workshops so that parents have a clear understanding of how the program works and how they can best support their children and the school to help make this program a success.

In addition, parents receive a monthly school calendar in both Spanish and English with upcoming events and workshops. There is also a parent bulletin board located in the lobby in the main entrance on the first floor of our school building where information is posted and updated regularly. In October 2014, parents will receive the NYSESLAT Parent Report for Spring 2014 results in English, Spanish, Chinese and Bengali according to the Home Language Survey. We will meet with our ELL parents to explain the 2014 NYSESLAT Parent Report results. These meetings will be conducted by our ESL staff according to banded grades (1-2, 3-4, 5-6) in October and November on the following dates: October 14 (1st & 2nd), October 28 (3rd and 4th), November 18 (5th). We will provide translation and additional copies of the report in Spanish, Chinese, Bengali and Arabic as needed. If parents are unable to attend the meeting, a letter explaining the NYSESLAT test results will be sent home for each individual child; the ESL team will provide assistance in explanation of test results at parents' requests during parent meeting times on Tuesdays from 2:20 to 3:00 pm.

Furthermore, our school will offer an ESL workshop for parents one afternoon a week beginning in November and ending in April. A certified ESL teacher will conduct the workshops providing parents with a workbook and practical, every day, hands-on lessons on how to communicate so that parents' needs are fulfilled. We will provide 22 sessions once a week on Thursdays from 2:30 pm to 3:30 pm. During that time, we will also offer free child care services. The dates for the sessions are as follows: 11/20, 12/4, 12/11, 12/18, 1/8, 1/15, 1/22, 1/29, 2/5, 2/12, 2/26, 3/5, 3/12, 3/26, 4/2, 4/16, 4/23, 4/30, 5/7, 5/14, 5/21, 5/28. Participants will receive a text book with self-study Audio CD and a workbook using Intro Level Interchange by Cambridge Press, which offers updated content, grammar practice, and opportunities to develop speaking and listening skills. It features contemporary topics and focuses on both accuracy and fluency, and it integrates themes, grammar, functions, vocabulary, and

Part D: Parental Engagement Activities

pronunciation. We are using this resource because we believe that language is best learned when it is used for meaningful communication.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____