Department of Education
Carmen Fariña, Chancellor

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*):	**10X291**
School Name:	**PS 291**
Principal:	**CARLOS VELEZ**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Kinder – 5th Grade School Number (DBN): 10X291

School Type: Elementary School Grades Served: Kinder – 5th Grade

School Address: 2195 Andrews Avenue Bronx NY 10453

Phone Number: 718-563-0776 Fax: 718-563-1499

School Contact Person: Carlos Velez Email Address: Cvelez1@schools.nyc.gov

Principal: Carlos Velez

UFT Chapter Leader: Maggie Grant

Parents' Association President: Analdo Ferreira

SLT Chairperson: Pashka Vulaj

Student Representative(s): n/a

District Information

District: 10 Superintendent: Melodie Mashel

Superintendent's Office Address: 1 Fordham Plaza Bronx NY

Superintendent's Email Address: mmashel@schools.nyc.gov

Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll

Network Number: 401 Network Leader: Shenean Lindsay

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) 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)
Carlos Velez	*Principal or Designee	
Maggie Grant	*UFT Chapter Leader or Designee	
Analdo Ferreira	*PA/PTA President or Designated Co-President	
Skyler Mariani	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Assunta Mariani	Special Education/IEP Teacher	
Pashka Vulaj	SLT Chairperson	
Krystal Ilarraza	Literacy Coach	
Ricelly Veloz	Member/Parent	
Nioris Perez	Member/Parent	
Felix Taveras	Member/Parent	
Dezeree Marshall	Member/Parent	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP 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:** 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 3:** 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 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** 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: CEP 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 areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 291 is an elementary school serving kindergarten to fifth grade students in University Heights section of the Bronx. Our student enrollment is 703 pupils, 87% Hispanic, 10% African American, 1% Asian and 1% White. Our percentage of special education students is 16% and English Language Learners is 25%. Our school culture is an important characteristic of our learning environment. According to our recent quality review, we received a well developed (area of celebration) for quality statement 3.4 (School Culture): *establish a culture for learning that communicates high expectations to staff, students and families and provides supports to achieve those expectations*. According to our Teacher and Parent Survey reports, we consistently score very high in the area of school environment. Our school mission statement is to create an environment which is child centered and nurturing, recognizing the cultural diversity of our community. In partnership with our students, parents, staff and community, there is a belief that all students can meet high standards of excellence and challenge. We believe that the role of the school and home is to provide a climate that enhances the student's cognitive, creative and social growth, thereby increasing the child's potential for success. At PS 291 we have many collaborative partnerships that support student achievement and growth. Our main collaboration is with Lehman College. We have supervised their student teachers for the past fifteen years. This year, we were included in their new grant initiative, Math-Up. Instead of student teachers, we have student interns that work collaboratively with our classroom teachers for an entire school year. The student interns receive mentoring, support and professional development from our teachers. Our teacher mentees receive specialized professional development through Lehman College. This partnership enables our teachers to build capacity and distributes leadership within our school.

Our positive school culture is best reflected by the fact that we have chosen the school-wide group measure for our Measures of Student Learning (MOSL) rating. With near universal buy-in by the staff, we chose to be judged collectively by the academic and cultural growth of our students. Principal Velez believes that everyone who serves our students is responsible for their learning, and that we are all accountable for student achievement. Our other teaching personnel (OTPs) serve as Academic Intervention Service (AIS) providers in partnership with classroom teachers, School Based Support Team (SBST) staff works with OTPs and classroom teachers to reflect on and refine Individual Education Plans (IEP) for our Students With Disabilities (SWD) collaboratively, English Language Learners (ELLs) are given priority for additional support services by multiple staff members, teachers collaborate with our guidance and parental outreach staff to contribute to cultural activities and our anti-bullying campaign, and administrators push in regularly for guided reading and other support. So there is a strong school-wide belief at PS 291X that we are all in this together.

Our positive school culture carries over to our teacher teams. One strength in our building is the collaboration within our teacher teams. Our teams work together to create lessons, goals for students, and assessments that ensure that all of our students meet their learning objectives. We have weekly professional development, common planning meetings, a literacy coach, a math coach, school building leader mentees and staff developers to support each other in reviewing and refining our curriculum. Another strength in our school is our curriculum choices, which are aligned to the Common Core. We are embedding the instructional shifts into our curriculum. The Core Knowledge curriculum (K-2), Expeditionary Learning (3-5) and Go! Math are rigorous and Common Core Learning Standards (CCLS) aligned programs that the school leadership staff found to be the curriculum frameworks that best provide engaging units of study, develop intellectual and critical thinking skills, and prepare students for college and career readiness. There is a clear vertical alignment from kindergarten through fifth grade, including our ELL and special education population. Another strength is the incorporation of the arts in our school. We have an onsite art teacher, Project Arts afterschool program, collaborations with DreamYard, and Dancing Classrooms (ballroom dance instruction). We have various shows and performances throughout the year where we invite our parents.

Another important priority at our school is access to resources. Our principal and administrative staff have worked tirelessly to ensure that every classroom teacher and OTP has the tools they need in the classroom to maximize their pedagogical effectiveness and their students' academic and social achievement. We have literacy and math resource rooms, organized and meticulously maintained with guided reading and curriculum support material. Access to printers, Developmental Reading Assessment (DRA) forms, office supplies and furniture, math manipulatives, in-house assessment packets, etc. are all monitored closely to minimize anxiety and keep class time focused on learning. SMART boards and classroom computers are rigorously maintained to guarantee their everyday efficiency.

Our school made the most growth from the previous year in developing the new teachers we hired. Based on observation feedback from September through June, we saw compelling evidence of improvement in their pedagogical practices. All these teachers have remained with us this school year and are continuing to show refinement in the craft of teaching. Our major challenge is closing the achievement gap in English Language Arts. Our New York State English Language Arts scores showed a significant decrease in proficiency levels compared to the previous years. To address this challenge, our school will focus on improving students' vocabulary, text-based questioning, text-based writing, and increasing content knowledge.

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school's strengths and needs relative to this Capacity Framework element (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.

- During the November 2014 Quality Review, preliminary rating showed that our instructional core ensures engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners, and that alignment to the common core learning standards is proficient (1.1). We will continue this practice and focus on the learning shifts.
- PS 291 currently uses CKLA in grades K-2 and Expeditionary Learning in 3-5 for rigorous ELA instruction.
    - High Standards using the CCLS are set in all classrooms with a focus on instruction that is motivating to all students as well as developing critical thinking skills and ensuring the development of active student engagement.
    - Curriculum is challenging, engaging and aligned across grades, and classes are well defined with clear expectations for student success.
    - Curriculum is clear, well structured, and encourages students to build and apply knowledge.
    - Classrooms are interactive and encourage students to build and apply knowledge.
- Our school strengths are:
    - Creating a coherent progression of skills within the standards from grade to grade so student reading and writing knowledge *and skills* build on previous learning as foundations for ELA concepts taught in earlier years and to build toward the later years.
    - Balancing Informational and Literary Text
    - Students build knowledge about the world through text.
    - Students read the central, grade appropriate text around which instruction is centered. Teachers create more time and support in the curriculum for close reading.
    - Creating a coherent progression of skills within the standards from grade to grade so student reading and writing knowledge *and skills* build on previous learning.
    - Using a common language and building a shared understanding of high-quality instruction, which enhances our educators' ability to communicate and align resources across the school
- Our School needs: *This information has been determined by looking at formative classroom data across subjects and deep analysis of grades 3-5 ELA 2013-2014 summative data.*
    - To continue providing students with reading and writing experiences grounded in evidence from text both literary and informational and building on necessary vocabulary to access grade level complex texts across the grades.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- During the Academic 2014-2015 school year, the progress of our level 1 and 2 students will increase in Literacy
    - *Evidence-based and Vocabulary Summative Mid and End of Unit Assessments in ELA* will improve by 1-2% by February.
    - *Evidence-based and Vocabulary Summative Mid and End of Unit Assessments in ELA* will improve by 3-5% by the end of the year.

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: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Through the use of CKLA and Expeditionary Learning we will measure impact of writing grounded in text. ○ Professional development will include text based questioning, looking at student work to norm formative assessments and revise rubrics, developing effective, actionable feedback, and using data to adjust curriculum and drive instruction. (reflect, refine and reteach) Digital tools, such as computers, smart board and ipads, will be used for both remedial help and enrichment in classrooms and during lunchtime in the cafeteria. ○ Item Analysis of school wide NYS ELA test data will be analyzed, both as a teacher reflection tool and as a way for teachers to refine their practice with their current students.	All Students K-5	Sept. 2014-June 2015	K-5 Teachers, AIS Providers, Paraprofessionals, Related, Instructional Coaches, Lehman College Interns
Teachers will scaffold for students with high-need by focusing on the learning progressions in literacy and mathematics to show measurable progress. ○ In addition, students with high-needs and those who need enrichment have the opportunity to participate in afterschool and Saturday academy. ○ Classrooms also receive AIS to continue working with high-need students. ○ Multiple entry points: Including technology, small group instruction and conferring. (1-1) ○ Teachers will provide effective feedback that is actionable and measurable	All Students K-5	Sept. 2014-June 2015	K-5 Teachers, AIS Providers, Paraprofessionals, Related, Instructional Coaches, Lehman College Interns
Parents will receive notifications, which inform them of the progress of their children every 6-8 weeks based on current units of study. (Translated into Spanish) Parents will be invited during Parent engagement Tuesdays to address any concerns and to guide parents through the process and expectations for students. Through out the academic year, parents have access to the Parent Coordinator to help with parent-teacher communication. Monthly parent newsletters, which indicate the student learning objectives. (Translated into Spanish) Reading logs customized by grade will be sent home to increase	Parents	Nov 2014 Mar 2015 June 2015 And as needed	School Community

parent involvement with students' reading progression of skills. Teachers will meet twice a month to reflect upon both student discipline and parent contribution to students reading at home by looking at these reading logs at the grade and the class level. The amount of time students read will be increased during the year to improve stamina.			
During the November 2014 Quality Review, preliminary rating showed that our school culture is one which establishes a culture for learning that communicates trust and high expectations to staff, students, and families, and provides supports to achieve those expectations. We will continuously seek input and feedback from the school community to build upon our well-developed practice.	School Community	Sept. 2014-June 2015	School Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
○ Student data (formative assessments) ○ Coaches and instructional support staff ○ Research-based instructional resources vetted for authentic CCLS alignment ○ CCLS Standards (ELA) ○ Learning progressions (ELA) ○ Professional Development ○ Per Session (After School/Saturday Academy)

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 IIA**		**Title III**		**Grants**
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: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.				
○ Teachers will submit mid-unit and end of unit data for December 2014 and January 2015. Teachers will work in collaboration with coaches and AIS providers to monitor progress of level 1 and Level 2 students in order to reflect upon and refine practice. Is there a decrease? What are the next steps?				
Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school's strengths and needs relative to this Capacity Framework element (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.

PS 291 has a strong positive learning environment. Constituents of the school community feel safe and supported according to the school survey results. Our parents feel that their children are safe at school (100%) and feel that there is an adult their child trusts and can go to for help with a problem (98%). According to our November 2014 quality review, the preliminary rating of school culture is well developed. We instill character education through our school wide book of the month. Each text is carefully selected based on the socio-emotional learning students will glean from the book's message. This ensures that students from K-5 are all learning these life lessons that will guide them in their positive character development. In addition, grades 3-5 often emphasize human rights issues in their literacy program. We develop community among staff and students via numerous events such as: Dress the School Pink (Breast Cancer Awareness), Dress the School Orange (United Against Bullying), Alzheimer's Fundraiser Walk and City Harvest canned food collection. We host various school celebrations inviting students to our fall, winter and spring dances. In addition, we celebrate our school community's diversity with our Annual Cultural Diversity Day where students perform songs/dances celebrating various cultures. We believe these activities foster a sense of spirit and community, which brings us together. Our school also supports students' academic achievements. Students are aware of school wide expectations for learning, including the so-called "soft skills" of coming prepared to school, paying attention, completing homework, being responsible for personal and school belongings, trying their best, and generally learning to take responsibility for their own learning. These are important skills—that have also been identified by the DOE— that engender student engagement. They encourage ownership and decision-making, requiring the student to be actively engaged, which promotes college and career readiness. Our teachers are knowledgeable about the different reading, writing and math levels and learning styles in their classes. According to our November 2014 quality review, our preliminary findings show an area of focus for statement 1.1 of the instructional core: *Ensure engaging, rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to CCLS and/or content standards.* Our seasoned staff participated in professional development that focuses on differentiated instruction in mathematics, where they learned about different student learning styles and creating differentiated learning tasks in math. Our need at this time is to provide this same training for our new staff members. This will ensure that our new teachers are able to use math data to plan differentiated tasks and multiple entry points, build fluency in mathematics, which provide access to content and skills for all learners, which will impact student achievement.

Part 2 – Annual Goal

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

Increase the percentage of students performing at level 3 or above by 3%-5% in grades 3,4 and 5 as measured by the June 2015 NYS Math Results. Teachers will participate in collaborative planning of tiered math tasks, fluency building activities, using student data to drive the instruction, which will lead to increased student performance in NYS math exam.

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)** *Who will be targeted?*	**Timeline** *What is the start*	**Key Personnel** *Who is responsible for implementing*

3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. 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). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust		*and end date?*	*and overseeing the activity/strategy?*
• Seasoned teachers and coaches will provide professional development on differentiated instruction in the general education classrooms as well as for students with IEPs/ELLs/504 Plans • Instructional staff will provide professional development on effective feedback • Set up classroom inter-visitations • Planning sessions to develop differentiated tasks (including AIS providers) that promote student proficiency by using methods that are unbiased and accessible to all students. • Active outreach by teachers, guidance staff and the Parent Coordinator to schedule meetings with individual parents, especially during extended days on Tuesdays.	K-5 teachers, AIS providers, Cluster teachers, Paraprofessionals Related service providers, Coaches, staff developers, Lehman College interns	September 2014 – June 2015	Math Coach Staff Developers School Leaders Guidance staff Parent Coordinator
Our special education teachers are well versed in differentiating learning tasks and instruction that can be reasonably completed under the specified conditions. We will create a cohort with our special education teachers and ELL teachers to support one another and create a level playing field for all students.	Special education teachers Bilingual/ELL teachers Paraprofessionals	September 2014 – June 2015	Math Coach Staff Developers School Leaders Special Education and ELL teachers
Based on our School Survey data 91% of teachers trust each other at our school. This is an area in which our school has been judged to be highly effective.	All teaching staff	September 2014 – June 2015	All teaching staff
We will pair new teachers with seasoned teachers in a non-evaluative buddy system, which will be supported by the coaches.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The following resources are needed: • Teachers and OTPs who will provide the professional development • Coaches and instructional support personnel • Feedback from classroom observations conducted by administration • Professional Development materials (professional literature, copies, consultants) • Inter-visitation schedule • Professional resource texts on differentiated instruction

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**		**Title I Basic**		**Title IIA**		**Title III**		**Grants**
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:

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

- We will conduct a school wide checkpoint of the use of differentiated learning tasks and actionable feedback, using informal observations as the measure to compare growth from last year to this year. Teachers will reflect on their usage. We will analyze student work samples looking for areas of differentiation. Administrators will report on patterns and trends they see during observations. This will be done during the month of January.
- Teachers will submit monthly fluency data for December 2014 and January 2015. Teachers will work in collaboration with coaches and AIS providers to monitor progress of level 1 and Level 2 students in order to reflect upon and refine practice. Is there a decrease? What are the next steps?

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

9. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No

10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school's strengths and needs relative to this Capacity Framework element (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.

At PS 291 we have a structure for continuous professional development with our staff. Our school holds weekly professional development where staff participates in tiered activities based on teacher needs and student data trends. Our professional development topics include student questioning, differentiated student activities, effective feedback, curriculum adjustment and alignment, student learning goals, literacy centers, fluency/application in mathematics, and citywide expectations. Our participation in the Math-Up grant with Lehman College has also supported our professional development. The student interns receive mentoring, support and professional development from our teachers. Our teacher mentees receive specialized professional development through Lehman College. This partnership enables our teachers to build capacity and distribute leadership within our school. According to our November 2014 quality review preliminary findings, our school received a proficient rating in quality review statement 4.2: *Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.* This school year, during professional development, the entire school community is available at the same time, thus allowing us to expand the participants. For example, K-2 teachers, 3-5 teachers, K-5 classroom teachers, AIS teachers, other teaching personnel, experienced teachers mentoring new teachers, etc. Our focus this year will be having our seasoned staff mentor and train new staff on topics previously addressed. One example, the seasoned teachers will present professional development on differentiating math tasks for the new staff members.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of staff will have participated in a teacher-led professional development session or learning committee in order to increase "effective" or "highly effective" classroom practice observation ratings with the goal of increasing student ELA performance as measured by percentage of students scoring at levels 3 and 4.

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: 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. 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). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*

• Weekly professional development (80 mins) • Weekly grade meetings/content area meetings (50 mins) • Vertical planning (K-5) • Teacher focused PD based on Danielson Feedback (student questioning, accountable talk, student engagement, student self-monitoring of learning, differentiated instruction) • Distribution of current professional readings for best practices • Student focused PD based on school wide-data, NYS testing Data, periodic assessments (text-dependent questioning, academic vocabulary, rigor, fluency/application in math, text-dependent writing responses • Lehman Mentor teachers will attend professional development through Lehman College and turn-key their learning • Teacher led professional development to build capacity within school	K-5 teachers, AIS providers, Cluster teachers, Paraprofessionals Related service providers, Coaches, staff developers, Lehman College interns	Weekly September 2014 – June 2015	Literacy Coach Math Coach Staff Developers School Leaders School Building Leader Mentee Lehman Mentor Teachers
• Our bilingual classes and some ESL classes have Lehman College interns • These teachers will receive outside professional development through Lehman College which will help increase their teacher pedagogy for their ELL population • Effective feedback that is actionable is attached to all assessment rubrics in the content areas. • Our ESL teachers and Special Education teachers work collaboratively with their grade teams • Our Special Education team meets monthly • We have an onsite ESL coordinator and IEP teacher to offer support as needed • OTPs who work closely with SWDs and collaborate with SBST staff to develop and revise student IEPs	K-5 teachers, AIS providers, Cluster teachers, Paraprofessionals Related service providers, Coaches, staff developers, Lehman College interns	September 2014 – June 2015	Literacy Coach Math Coach Staff Developers School Leaders Lehman Mentor Teachers IEP Teacher ESL Coordinator
Teacher teams create monthly parent newsletters which indicate the student learning objectives (translated into Spanish) Frequent parent letters sent home through the CKLA program to update parents on student units of study objectives Grade-customized reading logs for parents to monitor and support student reading at home. This also provides accountability of home reading assignments for both students and parents.	K-5 classroom teachers Science teachers	Monthly September 2014 – June 2015	School Leaders
During professional development everyone works toward the shared goal of improving student outcomes. Teachers pair up, reflect on their strengths in important pedagogical skills, and create and deliver school-wide PDs. Across our school community there is a high level of respect and trust in each other's professionalism.	All teaching staff	Mondays September 2014 – June 2015	All school staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The following resources are needed: • Advance teacher reports • Student data trends • State test item analysis data, formative and summative in-house assessments, DRAs, NYSESLAT results • Research-based remedial ELA and Math instructional resources strictly vetted for CCLS alignment. • Detailed pacing calendars, curriculum guides and rubrics for content area instruction

- CCLS standards, Danielson Framework, Citywide Instructional Expectations, Capacity Framework
- Per Session monies (for Summer Planning Institute)
- Professional Development materials (professional literature, copies, consultants)
- Classroom teachers, Coaches, OTPs, SBST staff, instructional support staff

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 IIA**		**Title III**		**Grants**
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: 15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 16. Specify a timeframe for mid-point progress monitoring activities.				
Our school wide mid-year assessment data (ELA) is due on January 30, 2015. The school cabinet will meet to analyze the student data trends. They will look for evidence to determine teacher professional development by analyzing student work samples, student assessments, ELA test simulation data, etc. Half of all teacher observations will be completed. Administrators will review the dashboard reports in Advance to determine next steps for teachers.				
Part 6b. Complete in **February 2015.**				
17. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school's strengths and needs relative to this Capacity Framework element (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.

At PS 291, school leadership continuously supports the professional growth of teachers and staff. We offer high quality weekly professional development; have onsite literacy and math coaches, staff developers and mentors to support our teachers. The principal meets three times a year with each individual staff member. At these meetings the following are discussed; student progress/achievement, teacher professional goals, curriculum based decisions, resources needed to enhance student learning, professional development opportunities. At these meetings, the teachers have an open dialogue with school leaders where they can make suggestions/modifications that will help increase student achievement. The staff is also included in many decision-making areas, such as SLT, the hiring committee, curriculum decision-making, AIS intervention programs, and Afterschool programs. Our school teacher survey reports show 95% or higher in the following categories: instructional core, systems for improvement and school culture. Also, 96% of the teacher staff agrees that the principal encourages open communication on important school issues. The principal has mentored staff members enrolled in School Administrator programs. According to our November 2014 quality review preliminary findings, our school received a well developed (area of celebration) rating in quality review statement 3.4 *Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.* The level of trust in school leadership is reflected in the fact that all eligible teachers selected the option to have informal observations rather than the formal observation option. This shows that (1) the teachers feel comfortable enough with the level of their everyday pedagogy that they don't need to schedule observations formally, and (2) there is a great deal of confidence in the effectiveness of the administrative staff that observes them. This school year our need is to build upon distributed leadership. We have decided to have staff lead professional development sessions. Teachers self-reflect on their pedagogy, select an area of expertise, use feedback from Danielson and administrators to create a professional development session to share with staff.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of our staff will lead a professional development session in order to increase distribution of school leadership and build staff capacity. Teachers will offer professional development from their areas of expertise based on feedback from school leadership.

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: 19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. 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).	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*

21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
Teachers will partner to plan, organize and deliver professional development aligned to CCLS. During the planning portion they will meet with school administrators and/or coaches to discuss their topic. They will review their own teacher feedback based on observations to help them target an area of strength. Once their professional development topic is finalized, they will begin planning the professional development session.	All teaching personnel	October 2014 – June 2015	School Administrators
Professional development topics will include teachers delivering professional development include strategies for English language learners and at risk students, including students with Individual Education Plans. They will focus on the UDL strategies of multiple means of representation, action and expression, and engagement. By presenting these topics to the entire staff, our goal is that the school as a whole will become better at presenting information in different ways, stimulating interest and motivating students for learning—not only for our ELLs and SWDs, for all students.	All teaching personnel	October 2014 – June 2015	School Administrators
During professional development everyone works toward the shared goal of improving student outcomes. Across our school community there is a high level of esteem for and reliance in each other's professionalism.	All teaching personnel	October 2014 – June 2015	School Administrators
We will monitor the impact of these teacher led professional learning communities through monthly learning walks by the administrative team to find evidence of the professional development in practice and in student work.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The following resources are needed: • Advance teacher reports • Student data trends • CCLS standards, Danielson Framework, Citywide Instructional Expectations, Capacity Framework • Professional Development materials (professional literature, copies)

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 IIA**		**Title III**		**Grants**
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: 23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 24. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 50% of school staff would have led a professional development session. If the teacher has implemented the PD session, the principal will offer feedback at this time. If the teacher has not yet implemented the PD session, the principal will review and discuss the teacher's objectives for the PD session.				
Part 6b. Complete in **February 2015.**				
25. Did the school meet the mid-point benchmark(s) in the timeframe specified?	**X**	Yes		No
26. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school's strengths and needs relative to this Capacity Framework element (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.

At PS 291, we strive to create a welcoming environment for families and take advantage of community resources to enrich the cultural and civic life of the school. Parent communication and involvement are very important. The parent coordinator, the community assistant, and the guidance counselor all work together to invite parents into the school and provide translation services for parents. Some of our parental involvement includes: parents invited to take part in celebrations, communication with parents via school calendar and grade specific news letters, Tuesday meetings for parents with their child's teacher, parent workshops that target specific needs and interests, the Global Connect phone system, and our school website. A showcase event we conduct every spring and take great pride in is our Cultural Diversity Day. Classroom teachers will poll students to choose a favorite country, then sign up to present music, dance and interesting facts about the country they've chosen. The celebration takes place in our schoolyard and parents and family are invited. Our parent community has expressed interest in a stronger arts program in our school. We have an onsite art teacher, we offer the Project Arts afterschool program and Dream Yard theater classes in kindergarten. This school year we added the Dancing Classrooms program which teaches ballroom dancing to our fifth grade students. We have also cultivated many community partnerships such as Good Shepherd After School Services and Good Shepherd Family Counseling Services. LINC (Literacy Inc.) partners our students with University Heights senior citizen center where our students read books to the seniors. LINC also coordinates 8th graders from PS/MS 15 to read to our first graders. The Bronx Zoo Tiger Program encourages our students to read books, and the student who reads the most wins a free pass to visit the Bronx Zoo. Health First provides health insurance for families, and NY Cares Winter Wishes fulfills students' Christmas wish lists. In addition, we take part in Home Depot craft projects, City Harvest Holiday food drive, St. Jude Mathathon fundraiser, ALZ Walk, Autism Awareness, Toys for Tots, clothing donations and Ronald McDonald House. We also host the Lehman College student teacher program, other extracurricular programs, and the PTA (Parent Teacher Association).

According to the 2013-2014 data, 88% of our parents took the School Survey. This participation rate is well above the city average of 53%. 99% of our parents strongly agree/agree that the school makes it easy for parents to attend meetings by holding them at different times, providing an interpreter, or in other ways. 99% of our parents strongly agree/agree that the school keeps them informed about their child's academic process. 99% of our parents report that they are very satisfied/satisfied with the response they get when they contact our school. 99% of our parents are satisfied with the education their child receives at PS 291. In addition, 99% of our parents would recommend our school to other parents. These high percentages are indicators of the trust and respect the parents have for our school leaders, teachers, and staff.
An area of need in our school is encouraging more parents to attend parent workshops. We surveyed the parents and were informed that we need to offer workshops at a variety of times and provide childcare services. By increasing parent attendance for workshops, we should see improvement in student achievement due to enhanced parent support.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015 student proficiency will increase in ELA performance of level 3 by 3% with the increase in parental involvement with academics at home.

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: 27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. 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). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Parent/Community Workshops to be Presented: • Classroom teachers – curriculum • Technology teacher - MyOn, internet safety • Guidance Counselor – behavior strategies, middle school application process and recommendation letters for specialized middle schools, kindergarten orientation • Coaches – ELA/Math State exam, curriculum • Parent Coordinator – helping your child succeed at school, attendance issues • Principal – school wide expectations	Parents	August 2014 – June 2015	Parent Coordinator Guidance Counselor Principal Teachers
• SBST team – IEP goals and classroom modifications, support services. This team will focus on the UDL strategies of multiple means of representation, action and expression, and engagement. This way, teachers present information in different ways, stimulating interest and motivating students for learning—not only for our ELLs, SWDs, and SIFE and STH populations; but also for *all* students. • ESL coordinator – acquisition and strategies they can use at home. • Speech teacher – speech and language development	Parents	August 2014 – June 2015	Parent Coordinator Guidance Counselor Principal Teachers SBST staff
We are offering the workshops at various times and providing free childcare services during the workshops	Parents	August 2014 – June 2015	Parent Coordinator Guidance Counselor Principal Teachers Community Assistant School aides

During professional development, we will provide opportunities for parents to network with each other, based on children in same class, special needs parents, ELL learners. This activity will help parents develop their own support networks outside of the school.	Parents	August 2014 – June 2015	Parent Coordinator Guidance Counselor Community Assistant

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
• Staff members to deliver workshops • School Aides for childcare services • Computers, laptops and other forms of multimedia • Workshop resources: handouts for reading, SMART boards, writing supplies, etc. • Per session funding

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 IIA**	X	**Title III**		**Grants**
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: 31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 32. Specify a timeframe for mid-point progress monitoring activities.				
The Parent Coordinator will check the attendance sign-in sheets for workshops to determine how many parents are attending. If attendance falls below our targeted goals, she will reach out to parents via newsletters and Global Connect Phone system to encourage more participation.				
Part 6b. Complete in **February 2015.**				
33. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	**X**	No
34. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
At this point, our parent attendance at workshops is below our target. We will address the parents at our March parent teacher conference to explain the importance of attendance at school workshops.				

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)	• DRA reading levels • NYS ELA assessment • RTI • School wide assessments • ELA School Net assessment • Teacher recommendation	Guided Reading Small Group Instruction (guided writing, close reading, test prep) Project Ram Project Merit Kindervention Literacy Program CKLA Remediation Component	Small Group Small group Small Group Small Group Small Group Small Group	During School During School 50 minutes After School Saturday During School During School
Mathematics	• NYS Math assessment • RTI • School wide assessments • Math School Net assessment • Teacher recommendation	Go Math Remediation Project Ram Project Merit Guided Math Groups Math Games through Technology	Small Group Small Group Small Group Small Group Individual	During School After School Saturday During School During School
Science	• School wide assessments • Science Periodic assessment • Teacher recommendation	Guided Reading teachers utilize science themed non-fiction books to support reading strategies and science content	Small Group	During school day
Social Studies	• School wide assessments • Teacher recommendation	Guided Reading teachers utilize social studies themed non-fiction books to support reading strategies and social studies content	Small Group	During school day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	• Teacher recommendation • Parent recommendation	Counseling Social Worker/Guidance Counselor	Individual and/or Small Group as needed	During School

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. 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**

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.
Last school year, we strategically hired two substitute teachers that we felt had the potential to become permanent staff members. While they worked as substitutes, they attended staff professional development, grade level meetings and worked collaboratively with the literacy and math coaches. The administration frequently observed the substitutes as they were teaching, offered feedback and next steps. Based on their quality work as substitutes they were hired for the 2014 school year. Excluding our recent hires, our teachers are licensed and have an average of eight or more years teaching experience in this school. We have a high retention rate with our staff. We believe the high retention rate is due to certain structures we have in place in our school. For example, our teachers work collaboratively with their grade level colleagues in addition to meeting with support staff and AIS service providers. Our school offers weekly professional development to enhance teacher pedagogy. By carefully calibrating the professional development offered throughout the year, we aim to ensure that teachers become highly qualified by achieving and surpassing their NYS mandated professional development hours. Approximately 95% of our teachers are highly qualified. We also focus on team building and school spirit. For example, we work together as a school to support certain charities, such as St. Jude children's hospital and the Alzheimer Foundation. We come together as a staff to support breast cancer research, autism awareness, and anti-bullying campaigns. For these initiatives, we all dress alike to show our support. The staff participates in celebrations with the students, such as Halloween parties, Cultural Awareness Day and academics-related classroom culminating activities. This level of camaraderie and cooperation helps keep our staff retention high. Our special education teachers are fully licensed and have eight or more years teaching experience. They work collaboratively with the general education teachers to plan instruction that will support this population. Our school offers weekly professional development to enhance teacher pedagogy. Our bilingual and ESL teachers work collaboratively with each other in addition to their grade level colleagues. We strategically place teachers into their programs based on licenses, Masters degrees, and experience. We created programs that we felt would benefit the school such as our Art Program, Technology, Science clusters and AIS providers.

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).

To ensure high quality and ongoing professional development we will:

- base weekly opportunities for all staff to participate in rigorous professional development on staff-submitted requests and cabinet-level data analysis in order to actively support teacher growth,
- increase student experience of rigorous instruction
- increase opportunities for teachers' collaborative discourse and planning.
- ensure teachers' deep understanding of the components of Danielson's Framework for Teaching
- provide support to teachers through frequent classroom visits, actionable feedback, coaching and professional development, and
- provide our new teachers with two periods a week of mentoring with experienced mentors.

Our school holds targeted and purposeful weekly professional development sessions every Monday for 80 minutes in which every staff member, including educational assistants, are required to attend. The agendas for these sessions include schedule-sensitive topics concerning data analysis, CCLS, CKLA, Expeditionary Learning, Go Math, RTI, Danielson Framework, incorporating technology, classroom management, goal setting, questioning & discussion techniques, and effective feedback, among others. These sessions are led by: the coaches, administration, staff developers and/or teachers. Our coaches also model lessons for teachers, plan inter-visitations where new staff visit seasoned teachers to learn strategies to implement in their own classrooms. Our school provides one common grade level prep period per week for grades K-5. The teachers can meet with each other, with their coaches or with their administrators. In addition, teachers and staff find common time on their own initiative to plan, adjust assessments, etc. We also offer summer institutes where teachers come together to plan curriculum, develop weekly lessons, develop assessments and pace out the instructional calendar.

An enhancement to our professional development program this year is our participation in the Math-Up grant with Lehman College. Six of our teachers have been chosen to be teacher mentors to Lehman students in the education program. Our teachers received extensive summer training, as well as continued professional development throughout the school year provided by Lehman College. Our teachers will then turn-key the professional development to our remaining staff.

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

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.).

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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	675,518	X	9-11, 15-17, 18-20, 21-23, 30-34
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	0		
Title II, Part A	Federal	155,815	X	18-20
Title III, Part A	Federal	21,291	X	21-23, 24
Title III, Immigrant	Federal	1,464	X	21-23, 24
Tax Levy (FSF)	Local	3,440,153	X	9-11, 12-14, 15-17, 18-20, 21-23, 24, 30-34

[1]**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 291**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 291** will support parents and families of Title I students by:

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

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

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home; disseminating information through the PS 291 web-site
- 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;

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

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- Supporting or hosting Family Day events such as Cultural Diversity, Thanksgiving Celebration
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents (available In school library)
- 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 on school web-site designed to keep parents informed about school activities and student progress;
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

School-Parent Compact (SPC)

PS 291, 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.

School Responsibilities

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
    - Teach classes interesting and challenging lessons that promote student achievement.
    - Endeavor to motivate the students to learn.
    - Have high expectations and help every child to develop a love of learning.
    - Communicate regularly with families about student progress.
    - Provide a warm, safe and caring learning environment.
    - Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades K-2 and 60 minutes 3-5).
    - Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
    - Actively participate in collaborative decision making, consistently work with families and school colleagues to make our school an accessible welcoming place for families.
    - Respect the school, students, staff, and families.
    - Provide necessary assistance to parents so they can help their child learn.

2. Hold parent-teacher conferences four times a year during which this compact will be discussed as it relates to the individual child's achievement.

3. Provide parents with frequent reports on their children's progress. This information will be disseminated during Parent/Teacher Conferences or during weekly Parent Engagement Meetings:
    - Report cards, NYS Testing Data results
    - Math progress report
    - Reading progress report (DRA levels and goals)
    - Attendance report
    - SchoolNet (3rd – 5th grade)
    - IEP progress report for each goal

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
    - Parents can set up appointments with their child's teacher by contacting the Parent Coordinator
    - Teachers will meet with parents during Tuesday Parent Engagement sessions

5. Provide parents opportunities to volunteer and participate in their child's classroom activities, as follows:

- Attend class trips
- Complete clerical work at the Main Office.
- Sit in their child's classroom and observe the Literacy and Mathematics workshops.
- Attend classroom celebrations

6. Involve parents in the planning, review, and improvement of our parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any school-wide program plan in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the Public School 291's participation in Title I, Part A programs, to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. Public School 291 will invite all parents of children participating in Title I programs and will encourage them to attend.

9. Provide information to parents in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. (Monthly newsletter, disseminating information on school web-site)

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of our curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. Public School 291 will respond to any such suggestions as soon as practicably possible.

12. Public School 291 will provide each parent an individual student report about the performance of their child on the State assessments in Math, ELA, Science, and NYSESLAT.

13. Public School 291 will provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent/Guardian Responsibilities:

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

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

Other discretionary activities:

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Training parents to enhance the involvement of other parents
- Maximize parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities

- **Student Responsibilities:**

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

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

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

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: Public School 291	DBN: 10X291
This school is (check one): ☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☒Saturday academy
Total # of ELLs to be served: 72 Grades to be served by this program (check all that apply): ☒K ☒1 ☒2 ☒3 ☒4 ☒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: 3 # of content area teachers: 2
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: The Title III funds at our school will be used for after school student instruction per session activities. The instructional program will provide support in literacy and English language acquisition, second language skills, and mathematics. The workshop model will support the program by providing instruction in English. The program will focus on grades K – 5 as an extended afternoon program. Each teacher/class will have approximately 10-15 students each. The students will be flexibly grouped based on NYSESLAT results and teacher assessments and recommendations. The total number of students to be serviced is anticipated to be 76 students. Teachers will meet to group students by strengths and needs. Materials will be selected collectively with the Assistant Principal and literacy coach as the lead teacher. Planning and designing activities will be created collaboratively and implemented by all teachers with a focus on differentiated instruction, language acquisition and comprehension. Materials will be made available to all classes. The teachers will be using Empire State NYSESLAT ESL/ELL and trade books. We will also incorporate the use of iPads to further engage and enhance student lerning. All grade levels kindergarten through fifth grade will have workbooks for all students. The classes will be held on Wednesdays from 3:30pm to 5:30pm starting in early October 2014 , for a total of 15 sessions. Our Saturday program will provide support to our second grade students. Our ELLs in second grade will meet for three hours (9:00 – 12:00) for approximately 15 Saturdays. A collaborative approach will be used to ensure that our students are receiving individualized targeted instruction. Students will be split into smaller groups to ensure that they are receiving guided instruction to meet their Developmental Reading Assessment goals. Students The program will be lead by a licensed bilingual teacher in partnership with a common branch teacher. The team will work and plan together in order to ensure that students are supported for the entire duration of each session.

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

Part C: Professional Development
Begin description here: We as a school place a great emphasis on on-going staff development so as to provide a strong academic foundation. Classroom teachers are offered common preparation periods to facilitate teacher articulation and professional development. Our school is supported by on site literacy and mathematics staff developers; lab sites; private consultants. The new structure in place that provides dedicated professional development every Monday will facilitate teacher development in the ELL instruction. With this year's focus on "Common Core Learning Standards" and "DOK" we will continue with an emphasis of examining student work and how to effectively reach our ELL students. The objectives to be accomplished will be to modify the units of study for reading and writing, improving the skill of conferring with students, developing differentiated lessons to address all sub groups with a focus on our Ell students, increasing the academic rigor to meet state standards as well as providing teachers of grade K-5 with ongoing staff development and support in implementing a more rigorous instructional program the challenges our students to reach state standards. Un Tenured teachers have been assigned a senior teach as a mentor to assist and model effective instruction. Four Professional Development sessions are planned to ensure that a cohesive plan of action is established. All teachers working the afterschool as well as the Saturday Academy will participate. The PD sessions will be lead by our Literacy Coach as well as the Academic Intervention Services Team Leader. The participants will received Pd support in Guided Reading strategies as well as using the knowledge of subject matter and students to design, plan and scaffold differentiated activities for the varying levels of the learners. Lessons will incorporate appropriate guided questions and hands-on instruction. Teachers will be able to plan with the long term goals in mind while scaffolding their students current goals.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: We have historically had excellent participation in workshops, meetings and activities. Parents are attending workshops on, adult education classes and curriculum training classes. We conduct on-going parent workshops on varying topics such as "Selecting the right book for your child" ,"Helping your child with his homework", "Story Telling", "State ELA, Math and NYSESLAT support". The Parent Coordinator is very active and parents seek her out for assistance. We survey our parents as to what areas they would like workshop on. Workshops are conducted by our teachers, purchased vendors guest from organizations and DOE central staff. Parents are notified at parent meetings and through written correspondence. All notifications and correspondence with parents are translated to Spanish. Our office staff is bilingual and there is always a bilingual member available to assist our parents Parents will participate in workshops that will provide specific strategies as to: How to better support language development of the students? What questions could we ask students to foster text dependent answers? Why are levels of DRA & Lexile important to understand? Language development and reading levels in the community school.

Part D: Parental Engagement Activities

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $0		
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) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 0	Borough Bronx	School Number 291
School Name PS 291		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Carlos Vélez	Assistant Principal Giovanna La Pietra,Patty Vulaj
Coach Krystal Ilarraza	Coach Lesley Rivera
ESL Teacher Anna Ciani	Guidance Counselor Rafael Sandoval
Teacher/Subject Area Maggie Grant	Parent type here
Teacher/Subject Area type here	Parent Coordinator Adalgisa Rodriguez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	7	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	5	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	7	Number of special education teachers with bilingual extensions	4

D. Student Demographics

Total number of students in school (Excluding Pre-K)	683	Total number of ELLs	169	ELLs as share of total student population (%)	24.74%

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☒	No☐	If yes, indicate language(s): Spanish
Dual language program	Yes☐	No☒	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	1								5
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	1	1	1	1	2	1								7
SELECT ONE														0
Total	1	2	2	2	3	2	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	169	**Newcomers (ELLs receiving service 0-3 years)**	133	**ELL Students with Disabilities**	33
SIFE	5	**ELLs receiving service 4-6 years**	36	**Long-Term (completed 6+ years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	74		13	10		9				84
Dual Language										0
ESL	59	5	7	26		4				85

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	133	5	20	36	0	13	0	0	0	169
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		21	27	19	5	12								84
SELECT ONE														0
SELECT ONE														0
TOTAL	0	21	27	19	5	12	0	0	0	0	0	0	0	84

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	7	9	8	26	17								85
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	18	7	9	8	27	17	0	0	0	0	0	0	0	86

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	3	3	5	6									23
Intermediate(I)	14	8	14	6	9									51
Advanced (A)	8	17	13	24	13									75
Total	28	28	30	35	28	0	0	0	0	0	0	0	0	149

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	22	12	3		37
4	20	10	1		31
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6	2	12		12		1		33
8									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	18	5	10	5				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   Our school uses DRA to assess literacy skills. There are 133 students who are 0 to 3 year ELLs and 35 students that are 4 to 6 year ELLs. 142 of our ELL students fall in levels 1 & 2 of the DRA benchmarks. 26 of our ELL students fall in levels 3 &4 of the DRA benchmarks. Upon review of our data, we conclude the following:

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

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

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

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

After review of our NYSESLAT data over the last three years, we are noticing the following patterns:
- A steady decrease in the number of English Language learners.
- The majority of students who are falling in the beginning level of NYSESLAT are new comers to our school/country.
- Students who have remained in our school are showing adequate growth on the NYSESLAT and eventually becoming proficient.

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

Paste response to question here:

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

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

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

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

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

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

A key component of Public School 291 framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress. As part of our ongoing evaluation and support, we ensure to include our parents. Parent involvement is at the forefront of our RTI services. Open exchange of ideas and effective

communication allows our guidance counselor to better advocate and tailor the supports that we have set up for our students. Parents are invited to sit in classroom to get a better sense of their child. They are looking at the student and for a few moments not at a son or daughter. This exchange allows the parent to assess the progress of the students as an active participant and not just a passive partner.

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

   We have a high percentage of classroom teachers who hold TESOL licences. This minimizes loss of classroom instructional time for students by avoiding students being picked up and leaving their classroom for services. These highly qualified teachers include language acquisition strategies in all planned lessons. Thus resulting in the students receiving more than their mandated requirement for ESL services.
7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

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

Part IV: ELL Identification Process

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

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 291 we have two licensed bilingual pedagogues present during the registration process. These pedagogues assist the parents/guardians in completing the Home Language Survey in their native language. Oral translation is provided by in house staff members. In addition, vendor translation services are used as needed. If one question is answered with a language other than English in questions 1-4, and two questions answered with a language other than English in questions 5-8, the student is eligible to be tested with the LAB-R within 10 school days, to determine the level of English proficiency. Upon completion of the HLIS, such pedagogues initiate an informal oral interview with the parents to get more information about their child's level of literacy skills in the native language, especially when "Other" is checked in item # 5 and all other responses are checked in English (5-8). This assessment is used to identify the child's receptive/expressive language skills in both languages, L1 and L2. .

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual

Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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

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

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

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

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

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

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

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

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

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

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

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

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

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

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
   We ensure that ELLs are appropritely evaluated in their native language by using the following assessments:
   - Spanish LAB
   - ELE
   - El Sol
   - Teacher Obsevations
   - Teacher conferences with students

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   We evaluate our ELL students in all four modalities of English acquistion thoughout the year by using performance based assessmnets. These assessments include oral reports, presentations, demonstrations, written assignments, and portfolios. Some examples are:
   - Reading with partners
   - Retelling stories
   - Role playing
   - Giving descriptions or instructions using visual or written prompts
   - Oral reporting to the whole class
   - Telling a story by using a sequence of three or more pictures
   - Completing dialogue or conversation through written prompts
   - Debating, either one-on-one or taking turns in small groups
   - Brainstorming
   - Completing incomplete stories
   - Playing games

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

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

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

- AIS guided reading
- After-School
- Saturday Academy
- Spring Academy
- 50 Minutes Small group instruction
- Summer School
- Fundations
- Related services as per IEP, if applicable

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

programs will improve decoding skills, phonemic awareness and building basic interpersonal communication skills.

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

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

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

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

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

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

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

Teachers help students learn when and how to use instructional strategies in several ways.
- By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
- By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.

- By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.
- By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.
- Modeling all aspects of the writing process
- Teaching the text organization and language features of different genres through a range of different activities
- Jointly constructing texts with students
- Supporting the development of editing and proof reading skills
- Using shared experiences to write class or individual books/texts
- Using photos and other visual stimuli (pictures) in the early stages of writing development
- Using groups and pairs to develop group texts

Teachers discuss the purposes of reading with students.

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    Native language support in Transitional Bilingual and ESL classes is provided in the following ways:

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    All of our ELL support services, resources, and materials correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    Our parent Coordinator and our Guidance Counselor hold parent/child orientation for newly enrolled ELL students before the beginning of the school year. During this orientation, parents/children are welcomed to our school, they view a presentation about our school and the Department of Education, Question and answer time, and a tour of our school.

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

    N/A

C. Professional Development and Support for School Staff

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

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

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

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

All new school staff are provided a minimum of 7.5 hours of ELL training as per Jose P.
This professional development will include:

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		**School DBN:** _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carlos Vélez	Principal		1/1/01
Giovanna La Pietra	Assistant Principal		10/4/13
Ada Rodriguez	Parent Coordinator		10/4/13
Anna Ciani	ESL Teacher		10/4/13
	Parent		10/4/13
Maggie Grant	Teacher/Subject Area		10/4/13
	Teacher/Subject Area		10/4/13
Krystal Ilarraza	Coach		10/4/13
Lesley Rivera	Coach		10/4/13
Rafael Sandoval	Guidance Counselor		10/4/13
	Network Leader		10/4/13
Patty Vulaj	Other Assistant Principal		10/4/13
	Other _____		10/4/13
	Other _____		10/4/13
	Other _____		10/4/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 04 **Network:** CFN 401

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

o Weekly Newsletter per grade
Telephone messages to parents

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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