



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	10X091
School Name:	P.S. 091 BRONX
Principal:	MERIDITH STRUHL NASJLETT

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 91 School Number (DBN): 10X091
Grades Served: K-5
School Address: 2200 Aqueduct Avenue
Phone Number: 718-584-5805 Fax: 718-584-7495
School Contact Person: Meridith Nasjletti Email Address: Mstruhlnasjlett@schools.nyc.g
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Principal: Meridith Nasjletti
UFT Chapter Leader: Tracey Ball-Douglas
Parents' Association President: Karen Lane
SLT Chairperson: Ann Rodriguez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Migdalia Acevedo
Student Representative(s): N/A
N/A

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza Room 836, Bronx, NY 10458
Superintendent's Email Address: MMashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Director's Email Address: Jruiz22@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-6280

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Meridith Nasjletti	*Principal or Designee	
Tracey Ball-Douglas	*UFT Chapter Leader or Designee	
Karen Lane	*PA/PTA President or Designated Co-President	
Jessica Rodriguez	DC 37 Representative (staff), if applicable	
Migdalia Acevedo	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Ann Rodriguez	Member/Chairperson UFT	
Tia Jasper	Member/Parent	
Shana Parker	Member/ UFT	
Sylvia Sanchez	Member/ Parent	
Jason Ruiz	Member/ Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



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

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

CONTEXTUAL INFORMATION

P.S. 91 is an elementary school with students in grades K-5. We have General Education, Special Education (ICT and Self-Contained), ESL, and Bilingual classroom settings. The school is located in the University Heights section of the Bronx at 2200 Aqueduct Avenue, 10453. Currently, there are 761 students enrolled in our school. The student population is 76% Hispanic, 18% Black, 3% Asian, 1% White, and 1% American Indian. English Language Learners comprise 38% of our students. Students with special needs comprise 22% of our student population. 234 students (31%) live in temporary housing. Teacher attendance rate is 95% and student attendance is 90%. Meridith Nasjletti has been principal at this school for 5 years.

MISSION STATEMENT

Through equity, respect, and empowerment, we will create a community of college and career-ready learners who will be able to navigate through the world with confidence in artistic expression, good citizenship and communication.

THEORY OF ACTION

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

STRATEGIC PARTNERSHIPS

We have many partnerships to enhance our school program. Through our collaboration with *Education Through Music* (ETM), we hired two certified music teachers who ensure that students receive quality music instruction. ETM follows a skills-based, comprehensive, and sequential curriculum that is aligned with the State and National Arts Learning Standards and the Common Core Learning Standards. Additionally, our partnership with ETM provides afterschool programs including a grade 4 chorus, a grade 5 chorus, and a grade 4/5 orchestra.

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

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

We have also signed up to be a part of the program *Jazz for Young People on Tour: Let Freedom Swing: Conversations on Jazz and Democracy*, in-school concert series. Jazz for Young People on Tour brings outstanding jazz artists and performances to NYC and metropolitan area schools.

This year we will continue our partnership with *Materials for the Arts*. The residency program brings MFTA to our school to enhance curricula in social studies and language arts. Teaching artists lead workshops in reuse and project-based learning that are aligned to the Common Core Standards and Core Knowledge Language Arts.

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

New partnerships with Monroe College, Lehman College, and Fordham University have brought a dozen college students enrolled in education programs into our classrooms to work directly with our teaching staff and to provide additional support to both teachers and students. In addition, we have partnered with Bronx Career and College Preparatory High School and have over 35 interns to provide additional support.

During the 2013-14 academic school year, we noticed that some of our unique student populations needed more support. Accordingly, we piloted a DOE-approved, computer-based program, Max Scholar, in grades K-5 for our Special Education students and our lowest-performing students who were identified through the RTI process. Max Scholar is a comprehensive, multi-sensory, reading and language-based program. It uses different research-based methods that help students improve their reading skills, language, and performance scores. The program provides supporting resources as well as monitoring and assessment tools. Max Scholar can be accessed on any device at school or at home.

SPECIAL INITIATIVES

New Hires: The administrative team spent quality time hiring educational specialist to provide the highest level of instruction and emotional support for our school community. The following new staff member who have improved our school community are: guidance counselor, certified ESL teacher, Bilingual teacher, 2 Special Education teachers for our self-contained and integrated collaborative teaching classrooms, SETSS teacher, IEP teacher, Common branches teacher, bilingual school psychologist, and a certified art teacher.

Technology: This year we replaced all our computers in the computer lab with brand new Macs. Also, we have begun to switch over to the new Smartboards: the interactive flat panels. In addition we have purchased Smart Tables for the kindergarten classes as well as iPads for K and 1. Verizon will be updating our internet connection. We will be working with a DIIT technology specialist to develop a school-wide technology vision and plan.

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

Instructional Focus: This year our instructional focus is “If teachers improve their understanding of teaching reading comprehension, and we provide ample time for students to practice specific reading strategies daily during DEAR time and during the CKLA block, then students will become proficient readers as measured by Fountas & Pinnell assessments, classroom discussions, and an overall increase in ELA performance on the NYS assessments.” To reach this goal we have instituted a school-wide DEAR period, adopted a more effective ELA curriculum, purchased Guided Reading libraries for all classrooms, purchased Leveled Literacy Intervention program for our special populations, and created Professional Learning Cycles organized around this focus.

SCHOOL’S STRENGTHS:

· Teacher Teams meet regularly to plan together, look at student work and modify instruction based on student data.

- All staff members who attend professional development outside of the building are required to turn-key their learning to staff.
- Grade leaders receive an additional prep period per week to disseminate school-wide information obtained during meetings with administration to their colleagues and to address any issues that arise.
- Our Literacy Coaches provide regular new teacher professional development on a weekly basis during mentee extra prep periods.
- All new teachers are provided with a mentor and are given opportunities for intervisitations and follow-up discussions about improving their teacher practice.

Celebration: 4.2 Teacher Teams and Leadership Development

According to our 2014-2015 Quality Review “teachers consistently engage in analyzing data and student work in inquiry-based teams. Distributed leadership structures are in place. The work of teacher teams in analyzing student work and data has resulted in progress towards goals for groups and individual students, and shared leadership to ensure that teachers have input in making key decisions regarding school-wide practices.” The Reviewer saw evidence that “teachers meet regularly during common planning time to look at student and teacher work and ensure progress towards goals for groups of students.” In addition, “teachers are engaged in professional reflections and have a process to look at student work that leads to an action plan.” Finally “teachers acknowledge that they have voice in making school-wide curricular decisions stating that their perceptions and findings are taken into consideration.” Next year we will continue to analyze student work in our teacher teams and use this information to inform our instruction.

Area of Focus: 1.2 Pedagogy

According to our 2014-2015 Quality Review “across classrooms, teaching practices and scaffolds inconsistently provide multiple entry points to engage all learners including English language learners (ELLs) and students with disabilities in challenging work products and discussions. Targeted scaffolds to address the needs of specific or groups of students are inconsistent resulting in uneven levels of engagement in tasks requiring higher order thinking and discussions.” Next year our Collaborative Teachers goal is to have 95% of teachers rated effective on Component 3B Using Questioning and Discussion Techniques.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>We were rated “Developing” on Quality Indicator 1.2 Pedagogy during our 2014-2015 Quality Review. The reviewer found “across classrooms, teaching practices and scaffolds inconsistently provide multiple entry points to engage all learners including English language learners (ELLs) and students with disabilities in challenging work products and discussions. Targeted scaffolds to address the needs of specific or groups of students are inconsistent resulting in uneven levels of engagement in tasks requiring higher order thinking and discussions.” We will use a standards-based writing continuum to track student progress which was created by the Literacy committee team (K-5 teachers). Teacher teams work diligently to analyze student work and provide meaningful feedback to improve student writing. Assessments will take place as needed (daily, weekly, monthly, and quarterly).</p> <p>This year our instructional focus is reading. Last year between 40-45% of our students read at or below grade level by the final MOSL assessment. Grades 3-5 need time in their schedule allotted for guided reading and independent reading. They also wanted a more comprehensive ELA program than Expeditionary Learning.</p> <p><u>In order to address tenet 3.2,</u> we have decided to expand our ELA program, CKLA, to grades 3-5 to ensure “a systemic plan of rigorous and coherent curricula appropriately aligned to the CCLS.” Over the past two year our K-2 teachers have had a lot of success with the new Core Knowledge Language Arts program. The program includes a Listening and</p>		

Learning daily read aloud strand as well as a Skills strand that includes a decodable reader, writing, grammar, and phonics. The daily read aloud includes literal, inferential, and evaluative questions.

In order to address Tenet 3.3, During our 2014-2015 Quality Review we were commended for how our “teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.” We will continue to meet regularly to Look at Student Work during common planning periods and use this information to inform instructional decisions.

In order to address Tenet 3.4, “The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities,” The school leader and teachers ensures that there are common preps throughout the week for teachers to collaboratively plan. In addition, teachers of art, music and technology, meet weekly with teacher teams on the grade to incorporate art, music and technology into robust curricula. An Instructional Support teacher works with the enrichment teachers to align their work with what is going on in the classroom.

In order to address tenet 3.5, “Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.” Data resources include F&P four times a year, grades 3-5 simulations twice a year, baseline and end line writing pieces (the writing continuum), NYS ELA and Math tests, and the NYSESLAT. In addition, the results from the Math Performance Series are examined to group students in their areas of need. Teachers use formative assessments during the lessons such as, teacher/student checklists, equity talking sticks, exit slips, student self-assessment.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, coaches, supervisors, and teacher teams will plan and engage in professional learning activities so that 47% of students in grades K-5 will read at or above grade-level according to end line Fountas and Pinnell MOSL reading levels.

Part 3 – Action Plan

<p>Core Knowledge Language Arts: Grades K-2 have been implementing the CKLA program for the past two years with much success. 54% of students in grades K-2 read at or above grade level. We believe that by expanding the ELA program</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Coaches, literacy committee members, supervisors</p>

<p>to the upper grades we can replicate that success. A teacher who has taught the program and taught in the upper grades will be providing instructional support.</p> <p>The CKLA program time for Guided Reading and Independent Reading (GRAIR). During this time, students read books at their independent reading level (F&P). This provides the teacher with an opportunity to pull homogeneous groups for guided reading and heterogeneous for strategy lessons. During the writing block, students respond to text dependent questions and practice writing in specific genres. Baselines and End lines are recorded on a writing continuum, student work is assessed and scoring is normed.</p>			
<p>Professional Development: Literacy Coaches and committee members who exhibit exemplary teaching practice will provide demonstration lessons and offer professional development to staff. Inter-visitations will be provided on an “as needed” basis in addition to our mentor teacher program where new teachers are provided time to see and discuss best teaching practices. In addition, teachers are given opportunities to attend Bronx Field Support Center and DOE professional development on assessment and feedback outside of the building, and then are expected to turnkey the information to their</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Coaches and supervisors</p>

<p>colleagues. Supervisors visit classrooms to support teachers and students and provide immediate and actionable feedback during post-observation conferences and classroom visits. Throughout the school year, teachers receive professional development to assist with and improve upon their instructional practice. A multitude of topics are addressed, such as the following: looking at student work and providing meaningful feedback, using questioning and discussion techniques and assessing student work.</p>			
<p>Strategies to address students in subgroups: Our teachers work in teams to improve their practice by looking at student work and finding ways to provide specific, constructive and actionable feedback in order to improve student writing. Furthermore, using the Danielson Framework for Teaching, supervisors provide feedback to teachers on an individual basis following informal and formal classroom observations, thus creating conditions that lead to student success for our high needs students.</p> <p>During teacher planning time, teachers modify their individual plans to scaffold lessons for our SpEd and ELL populations. This is evidenced by use of graphic organizers, visual representations of vocabulary, realia and sentence starters.</p>	<p>All teachers and bottom third of students (including ENL and SpEd)</p>	<p>September 2015-June 2016</p>	<p>Admin, coaches, ENL and SpEd teachers</p>

<p>Articulation between the service provider and the classroom teachers occurs weekly ensuring that individual student needs are addressed. We will provide small group instruction after school two days a week with a focus on reading, writing and math</p> <p>ENL service providers push in and do a co-teaching model and pull out based on IEPs.</p>			
<p>Parental Involvement: Parents are provided monthly opportunities to attend workshops which will address and inform them on Common Core Reading and Writing Standards, homework help and test prep. There are weekly parent engagement opportunities to discuss student progress as well as weekly ESL classes for parents.</p>	Parents	September 2015-June 2016	Teachers, supervisors, coaches, parent coordinator

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Per session planning activities: Instructional Committee members, lead teachers, administrators.</p> <p>Per Session Teachers: Small group instruction after-school, two days a week with a focus on reading, writing and math.</p> <p>Professional Learning Plan (80-minute) materials: copy paper, copies, folders.</p> <p>Substitutes: Additional coverages for teacher/teacher team learning, support, feedback, lab-sites, inter-visitations.</p> <p>Professional books/texts</p> <p>Core Knowledge Language Arts program materials, supplements</p>

Strategic scheduling and time for learning opportunities (paid preps/time)

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Midyear update: After reviewing midline Fountas and Pinnell data, we have found that 38.6% of students are reading at or above grade level. Therefore in order to make our goal attainable, we have revised it so that 47% of students are reading at or above grade level, which still represents a 3% increase from last year.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E

Part 1b. Needs/Areas for Improvement:

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

Based on the results from the 2014-15 P.S. 91 Learning Environment Survey, 31% of teachers answered “sometimes” to the question “How often do students in your class(es) behave well in class even when the teacher isn’t watching. 28% said only “some” of their students think doing homework is important and 24% said “some” try hard to get good grades. 28% said their students only listening carefully when the teacher gives directions “sometimes.

Last year we launched a school-wide PBIS program. A set of school rules were established explaining how kids can be respectful, responsible, and safe in all areas of the school. Students were rewarded “Bee Bucks” for their good behavior which they could cash in monthly at the school store, the Bee Hive. While the PBIS program did have an impact on student behavior, the staff felt it was primarily an incentive program and they wanted to go deeper into character education.

In order to address Tenet 5, we will continue to implement and grow our school’s PBIS program. We hope that by having a school-wide standard of behavior it will create an “overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success” (Tenet 5.2).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the PBIS team (including guidance, Save Room Dean and other staff members) will plan and implement strategies and activities so that the largest percentage of teachers will answer “often” or “always” as opposed to “sometimes” to the Learning Environment Survey question “How many students in your class (es) behave well in class even when the teacher isn’t watching?”

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>RESEARCH-BASED PROGRAM: Positive Behavior Interventions and Support Program: Bee Responsible, Bee Respectful,</p>	<p>All students K-5</p>	<p>September 2015-June 2016</p>	<p>Teachers, administrators, school aides, parent coordinator, coaches, parents, attendance team, family worker, guidance</p>

Bee Safe. Improve student achievement, lessen amount student removals, suspensions and encourage good behavior by rewarding students with Bee Bucks Attendance issues are being resolved by establishing an attendance committee who is responsible for giving late passes after 8:10 am, setting up meetings with parents to discuss attendance issues, home visits and small student group attendance meetings. "A" bucks are given to add to "Bee" bucks when student attendance improves and for 100% attendance. Students are able to "purchase" token goods from the school Bee Hive. Staff will begin their Responsive Classroom training in the spring.

The PBIS team is a collaboration between supervisors, teachers, guidance counselors, and the SAVE room specialist. All pedagogical and non-pedagogical staff is responsible for distributing "Bee bucks" and "A bucks" to deserving students. We will continue to provide professional development to the whole staff and parents on ways to encourage responsible, respectful, and safe behavior from students of varying needs and backgrounds. We will be expanding it to include more character education so that our system is proactive as well as reactive. The PBIS team will meet at least monthly to reflect on the effectiveness of the program and ways we can continue to establish a classroom and

counselors, save room specialist

<p>school culture where students feel safe, supported, and challenged by their teachers and peers.” The school leader reviews data from monthly safety meetings, occurrence reports, Save Room and attendance trends, guidance meetings with at-risk students, conflict resolution and guidance to parents. We will also work to build the school-home connection by updating parents about the PBIS program and give them a chance to earn Bee Bucks for the children by participating in school activities.</p>			
<p>STRATEGIES: A School-Wide PBIS program, which incorporates systems and partnerships on a daily basis and promotes safety, will be implemented.</p> <ul style="list-style-type: none"> · All classrooms have evidence of individual, group, and whole-class student behavior management systems in place. Commendations for above and beyond behaviors include rewards for good behavior during recess. · Other positive behavior intervention include: Behavior All Stars, Homework All Stars, Caught You Being Good reward, social skills visits, crisis intervention. · After school clubs, which include music, visual and performing arts, basketball and dance are encouraged for those students with 	<p>All students K-5</p>	<p>September 2015-June 2016</p>	<p>Teachers, administrators, school aides, parent coordinator, coaches, parents, attendance team, family worker, guidance counselors, save room specialist</p>

<p>good attendance and good behavior</p> <ul style="list-style-type: none"> Youth officers will provide an after school program 1x/week to be more visible and work in a positive capacity with our students. 			
<p>PARENT INVOLVEMENT: All parents receive the PBIS Parent Handbook, and they are provided workshops on attendance and PBIS. Parent Association is part of the attendance committee. Parents also receive the DOE Code of Discipline Handbook. We encourage parent meetings every Tuesday to discuss attendance and we work closely with the BFSC liaison attendance teacher to provide education about the negative impact that lateness and absenteeism has on student achievement. Communication with parents regarding misbehavior will be timely and proactive. Phone calls to parents will be made and meetings with parents will be scheduled.</p>	<p>Parents, students</p>	<p>September 2015-June 2016</p>	<p>Teachers, administrators, school aides, parent coordinator, coaches, parents, attendance team, family worker, guidance counselors, save room specialist</p>
<p>COUNSELING</p> <ul style="list-style-type: none"> Two full time guidance counselors will support mandated and “At Risk” students in crisis through coping strategies for how to deal with anger, frustration, intolerance, and other negative emotions. 	<p>All students K-5</p>	<p>September 2015-June 2016</p>	<p>Teachers, administrators, school aides, parent coordinator, coaches, parents, attendance team, family worker, guidance counselors, save room specialist</p>

<ul style="list-style-type: none"> • Save room specialist also teaches social skills lessons to students. • There will be a guidance counselor on every floor so that teachers feel like they can get the help they need to address student behavior. • Weekly PBIS meeting to ensure action plan is implemented • Supervisors work with PBIS team to ensure they see evidence of PBIS program in classrooms • Monthly review of number of Bee Bucks awarded. • Monthly checks for Save Room and Attendance which is measured by a data tracking system 			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Per session planning activities: Crisis Team members, RTI team members, Guidance coaches, administrators.</p>											
<p>Per session teachers: Small group work with intervention strategies and PBIS</p>											
<p>Professional Learning Plan (80-minute) materials: copy paper, copies, folders.</p>											
<p>Substitutes: Additional coverages for teacher/teacher team learning, support, feedback, .</p>											
<p>Professional Development/texts: Responsive Classroom</p>											
<p>Responsive Classroom program materials, supplements, PBIS training and developing plans for school improvement</p>											
<p>Strategic scheduling and time for learning opportunities (paid preps/time)</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E

	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Midyear update: The February 2016 survey to teachers indicated that only 9% of teachers think students behave “sometimes” when the teacher isn’t watching. 45.5% answered “often” and 45.5% answered “always.” Therefore we believe we are on track to meet our goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>According to the 2014-2015 Quality Review Report, we were rated Proficient on Quality Indicator 4.2 Teacher Teams and Leadership Development. “Teachers meet regularly during common planning time to look at student and teacher work and ensure progress towards goals for groups of students. Across grades, progress is tracked and used to create individual goals for students. Teachers are engaged in professional reflection and have a process to look at student work that leads to an action plan. Teachers acknowledge that they have voice in making school-wide curricular decisions, stating that their perceptions and findings are taken into consideration.”</p> <p>According to the 2014-2015 NYC School Survey, the majority of teachers think “some” teachers at this school are willing to take risks to make the school better and “some” of teachers are eager to try new ideas. This year we will focus on using the Writing Pathways rubrics and integrating it with the Core Knowledge Language Arts curriculum to encourage teachers to try new ideas and take risks in order to improve student outcomes in writing. About 30% of teachers only “somewhat agree” with the statements “Teachers in this school trust each other” and “It’s OK in this school to discuss feelings, worries, and frustrations with other teachers. We hope that our collaborative Professional Learning Cycles help teachers feel more comfortable taking risks to make the school better.</p> <p>In order to address Tenet 4.2, “Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry,” our school’s teachers meet to plan and modify their lessons in addition to create goals for individual students.</p> <p>In order to address Tenet 4.3 , “Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals,” our school’s</p>		

teachers implement a rigorous curriculum that incorporates the following: tiered questions, ESL strategies, discussion rubrics, self, peer and teacher assessments to determine areas of need, appropriate modified materials such as graphic organizers etc., and scaffolded lessons to meet the needs of all students especially our ELLS and special needs students in grades K-5. Next year our entire school will be using the Core Knowledge Language Arts (CKLA) curriculum which has been endorsed by David Coleman, the chief architect of the CCLS.

In order to address Tenet 4.4, “Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry,” teachers ensure that their classrooms have behavior management systems in place and that they use the PBIS program as well. In addition, there are multiple opportunities for discussion, expectations are clear and lessons are planned to engage every learner.

In order to address Tenet 4.5, Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring). Data resources include F&P four times a year, grades 3-5 simulations twice a year, baseline and end line writing pieces (the writing continuum), NYS ELA and Math tests, and the NYSESLAT. In addition, the results from the Math Performance Series are examined to group students in their areas of need. Teachers also use formative assessments during the lessons such as, teacher/student checklists, equity talking sticks, exit slips, student self-assessment.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will integrate the Writing Pathways rubrics into the Core Knowledge Language Arts curriculum so that 75% of students improve their writing level (i.e. level 1 to level 2).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Core Knowledge 3-5: Grades K-2 have been implementing the CKLA program for the past two years with much success. 54% of students in grades K-2 read at or above grade level. We believe that by expanding the ELA program to the upper grades we can replicate that success. A teacher who has taught the program and taught in the upper grades will be providing instructional support.</p>	<p>3-5 students and teachers</p>	<p>September 2015-June 2016</p>	<p>Teachers, supervisors, coaches</p>
<p>Writing Instruction and Assessment: We will continue to focus on</p>	<p>K-5 students and teachers</p>	<p>September 2015-June 2016</p>	<p>Teachers, supervisors, coaches</p>

<p>improving student writing across the content areas through the use of targeted and specific instruction designed by the teacher teams and feedback that is based on CCWS-aligned tasks, rubrics and checklists. We will use a standards-based writing continuum to track student progress which was created by the Literacy committee teams (K-5 teachers). Teacher teams work diligently to analyze student work and provide meaningful feedback to improve student writing. In addition, teachers are collaborating and adjusting the curriculum by providing more opportunities for students to write.</p>			
<p><u>Strategies to address students in subgroups:</u> Our teachers work in teams to improve their practice by looking at student work and finding ways to provide specific, constructive and actionable feedback in order to improve student writing. Furthermore, using the Danielson Framework for Teaching, supervisors provide feedback to teachers on an individual basis following informal and formal classroom observations, thus creating conditions that lead to student success for our high needs students.</p> <p>During teacher planning time, teachers modify their individual plans to scaffold lessons for our Sped and ELL populations. This is evidenced by use of graphic organizers, visual</p>	<p>All teachers and bottom third of students (including ENL and SpEd)</p>	<p>September 2015-June 2016</p>	<p>Admin, coaches, ENL and SpEd teachers</p>

representations of vocabulary, realia and sentence starters. Articulation between the service provider and the classroom teachers occurs weekly ensuring that individual student needs are addressed.			
Parent Involvement: Parents are provided monthly opportunities to attend workshops which will address and inform them on Common Core Reading and Writing Standards, homework help and test prep. Weekly parent engagement opportunities to discuss student progress. Weekly ESL classes for parents.	Parents	September 2015 – June 2016	Teachers, supervisors, coaches, parent coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session planning activities: Instructional Committee members, lead teachers, administrators.											
Per Session Teachers: Small group instruction after-school, two days a week with a focus on reading, writing and math.											
Professional Learning Plan (80-minute) materials: copy paper, copies, folders.											
Substitutes: Additional coverages for teacher/teacher team learning, support, feedback, lab-sites, inter-visitations.											
Professional books/texts											
Core Knowledge Language Arts program materials, supplements											
Strategic scheduling and time for learning opportunities (paid preps/time)											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E

	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Midyear update: After reviewing midline data, 57% of students have already moved up one level in writing. We believe we are on track towards meeting our goal of 75%.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	€
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	€
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>According to the 2014-2015 NYC School Survey Report, the majority of teachers only “somewhat agree” to the statement: “At this school curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.” In addition, approximately 30% of teachers answered “strongly disagree” when asked if the principal at this school “understands how children learn,” “knows what’s going on in my classroom,” and if they “trust the principal at his or her word.” 39% of teachers answered, “I don’t know” if the SLT writes a high-quality CEP for our school.”</p> <p>During our 2014-2015 Quality Review we were rated Developing for Indicator 1.2 Pedagogy. The findings stated “Across classrooms, teaching practices and scaffolds inconsistently provide multiple entry points to engage all learners including English Language Learners and students with disabilities in challenging work products and discussions.” The resulting impact is that “targeted scaffolds to address the needs of specific or groups of students are inconsistent resulting in uneven levels of engagement in tasks requiring higher order thinking and discussions.” The reviewer also noted “Most questioning was teacher to student. Partner or small group discussion to contemplate a higher order question and think through an answer was inconsistently demonstrated. “Therefore we have chosen to focus on discussion and questioning techniques. We will especially focus on developing the speaking and listening skills of the bottom third of our students (including ELLs and SWDs). We will study different discussion techniques for different levels of conversationalists and to engage all students including reluctant participants.</p>		

In order to address Tenet 2.2 , “the school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP),” our school leader meets with the Parent Association, School Leadership Team, grade K-5 Literacy and Math committee members and K-5 grade leaders monthly in order to communicate clear expectations for school-wide student achievement. The school’s SMART goals will be reviewed at a whole staff meeting, distributed to all staff members, and posted for the whole school community.

In order to address Tenet 2.3, “leaders make strategic decisions to organize programmatic, human, and fiscal capital resources,” the administrative team spent quality time hiring educational specialists to provide the highest level of instruction and emotional support for our school community. The following new staff members who have improved our school community are: Guidance Counselor, Certified ESL teacher, Bilingual teacher, 2 Special Education (SPED) teachers for our self-contained and integrated collaborative teaching classrooms, SETSS teacher, Speech teacher, IEP teacher, Common Branches teacher, Bilingual School Psychologist and a certified art teacher.

In order to address Tenet 2.4, “The school leader has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.,” Our school leader ensures that teacher practices reflect the Danielson Framework for Teaching and that administrators use the rubric to rate observations. Supervisors visit classrooms to support teachers and students and provide immediate and actionable feedback during post-observation conferences and classroom visits.

In order to address Tenet 2.5, “leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health), the school leader reviews data from monthly safety meetings, occurrence reports, Save Room and attendance trends, guidance meetings with at-risk students, conflict resolution and guidance to parents. Our school leader meets with the Parent Association, School Leadership Team, grade K-5 Literacy and Math committee members and K-5 grade leaders monthly in order to communicate clear expectations for school-wide student achievement. The school’s SMART goals will be reviewed at a whole staff meeting, distributed to all staff members, and posted for the whole school community. There will be bimonthly cabinet meetings to ensure all supervisors and coaches are aware of what’s going on in classrooms. The PD committee also consults the grade leaders, literacy committee, math committee, SIIT, and others to ensure that the PD offered meets the needs of the teachers, students, and school. Grade leaders receive an additional prep period per week to disseminate school-wide information obtained during meetings with administration to their colleagues and to address any issues that arise.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, supervisors will observe and provide feedback to teachers so that 92% of all teachers are rated at least “Effective” according to component 3B on the Danielson Rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Core Knowledge Language Arts 3-5:</u> Our K-2 teachers have had much success these past two years launching the Core Knowledge Language Arts curriculum, especially in terms of discussion and questioning techniques. The program allows for many opportunities for discussion and tiered questioning. It is also very rigorous in the science and social studies topics it covers (like Astronomy and Ancient Greece), its vocabulary instruction, and the variety of writing projects it</p>	<p>3-5 Students and teachers</p>	<p>September 2015-June 2016</p>	<p>3-5 Classroom teachers, literacy coaches, supervisors</p>

<p>involves. Because of this, we have decided to expand the program to grades 3-5 as well. We believe this will align our ELA curriculum school-wide, foster more classroom discussion, and have a positive impact on student achievement. K-2 teachers will host intervisitations and model lesson to support 3-5 implementation of CKLA.</p>			
<p>Observations and Feedback: Through the adoption of the Danielson Framework, teachers have begun to receive more feedback on their use of discussion and questioning techniques. Teachers that struggle and excel in this area will be identified. This process will continue next year and intervisitations and demo lessons by coaches are always available to support our teachers. There will be at least bimonthly cabinet meetings to ensure all supervisors and coaches are aware of what's going on in classrooms.</p> <p>Professional Development: Our Professional Development Committee has begun to plan next year's PD with a heavy emphasis on Questioning and Discussion Techniques. A PD survey will also be distributed to find out what elements of Component 3B teachers struggle with the most.</p>	<p>3-5 Students and teachers</p>	<p>September 2015-June 2016</p>	<p>PD Committee, supervisors, teachers</p>
<p>Parent Involvement: Monthly workshops will be offered to engage families and support their understanding of Rigorous Instruction and the Common</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parent coordinator, coaches, supervisors, teachers</p>

<p>Core so families can support their children at home. Workshops will be offered by coaches, ENL service providers, and classroom teachers. Workshops will focus on helping parents understand the Fountas and Pinnell reading assessments, the NYS ELA exam, how to help their child when reading at home and other ways. The progress report was also modified to more closely match the report card so that parents will have a better idea of how their child is meeting grade-level benchmarks.</p>			
<p><u>Strategies to address students in subgroups:</u> Our teachers work in teams to improve their practice by looking at student work and finding ways to provide specific, constructive and actionable feedback in order to improve student writing. Furthermore, using the Danielson Framework for Teaching, supervisors provide feedback to teachers on an individual basis following informal and formal classroom observations, thus creating conditions that lead to student success for our high needs students.</p> <p>During teacher planning time, teachers modify their individual plans to scaffold lessons for our SpEd and ELL populations. This is evidenced by use of graphic organizers, visual representations of vocabulary, realia and sentence starters.</p> <p>Articulation between the service provider and the</p>	<p>Teachers (especially SpEd and ENL teachers), students (the bottom third including ELLs and SWDs)</p>	<p>September 2015-June 2016</p>	<p>Coaches, teachers (especially SpEd and ENL teachers), supervisors</p>

classroom teachers occurs weekly ensuring that individual student needs are addressed. We will provide small group instruction after school two days a week with a focus on reading, writing and math.			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per Session Teachers: Looking at student work, reflecting on best practices, refining curriculum and lesson planning.
Professional Learning Plan (80-minute) materials: copy paper, copies, and folders.
Substitutes: Additional coverages for teacher/teacher team learning, support, feedback, lab-sites, inter-visitations.
Professional books/texts Writing Pathways
Core Knowledge Language Arts program materials, supplements, guided reading libraries
Strategic scheduling and time for learning opportunities (paid preps/time)

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
After reviewing Advance data up until this point, 90% of our teachers have been rated effective on Component 3d: Discussion and Questioning techniques. We will continue to follow our action plan to provide these teachers with professional development, intervisitations, and feedback from supervisors to support their progress.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The 2013-14 Elementary School Quality Snapshot states that 92% of our parents are satisfied with the education that their child has received. In order to meet our district average of 95%, we will continue to promote dialogue and address parent needs.</p> <p>30% of parents responded to the 2014-2015 NYC School Survey. The majority of those parents responded “agree” to the survey questions about Collaborative Teachers that gauged if parents feel that teachers are committed to student success, improving their schools, and continuous professional learning within a culture of respect. The majority also had positive responses (“all” or “agree” to the survey questions about supportive environment, collaborative teachers, effective school leadership, strong family-community ties and trust.</p> <p>Our school had a DTSDE review during the 2013-14 school year and we received a Proficient in Tenet 6.3. In order for the school’s strategies and practices to align with the concepts in the Highly Effective rating for Tenet 6.3 on the DTSDE rubric, we will work on the Aligned Focus school recommendations prepared by N606 for the 2013-14 school year for Tenet 6.3: “Expand family engagement strategies to promote dialogue between school and parents so that the professional development offerings reflect the needs of parents as identified through dialogue and surveys.”</p> <p>In order to address Tenet 6.2, “The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement,” this tenet is evidenced by the fact that our principal has an open-door policy and that the Parent Coordinator’s office is located on the main floor near the school’s entrance, and she is often found greeting parents as they enter the building. The main lobby is decorated with student work and photographs of students who were rewarded with “Caught You Bee-ing Good Awards” for being responsible, respectful</p>		

and safe. Guidance counselors are available to address student and family needs. In addition, our school psychologist takes an active role in assisting parents with our special needs students.

In order to address Tenet 6.4, “The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success,” our school partners with Monroe College, Lehman College, and Fordham University to build relationships with student teachers and provide them with professional development. We partner with Good Shepherd Services which provides counseling and family support and with Marc Academy, an after school service, which provides academic and social support for our students.

In order to address Tenet 6.5, “The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children,” teachers and Parent Coordinator provide workshops on a monthly basis to educate our parents on ways to support their children and to ensure their success. Through progress reports in October and January, reports cards in November and March, and parent night in May, parents are informed of their child’s progress every other month.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, our parent coordinator will plan and implement strategies and activities so that there will be a 3% increase in parent satisfaction on the Elementary School Quality Snapshot which will meet our district average of 95% parent satisfaction.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Parent Engagement Time: We have set aside every Tuesday from 2:20 to 3:00 pm so that teachers have weekly opportunities to contact parents by phone or set up individual parent meetings. By welcoming and valuing families and by including them in the school community, the school builds a strong partnership that leads to student success. Moreover, our parents are invited to join our staff and parent chorus.</p>	<p>Parents</p>	<p>Sept 2015-June 2016</p>	<p>Teachers, coaches, supervisors, parent coordinator, support staff</p>

<p>Parent Workshops: A survey was sent home to gauge parent interest and preferences. Workshops are provided at least once a month for parents. They range from topics like: Understanding Your Child’s Reading Level, Homework Help, Preparing for the State Tests, and Gearing up for the Next Grade. There are Arts and Crafts workshops for all holidays. ELL parent meetings to address NYSESLAT results are scheduled for October 2015, and November 2015. Our ELL Parent Orientation meeting takes place every year in September, in addition to our monthly ELL parent meetings. ENL Parent classes take place every Thursday from 2:30 to 3:30 pm beginning October 2015 until May 2016.</p>	<p>Parents</p>	<p>Sept 2015-June 2016</p>	<p>Teachers, coaches, supervisors, parent coordinator, support staff</p>
<p><u>Strategies to address students in subgroups:</u> In order to address the needs of English Language Learners, we are providing ENL Parent classes in order to support our parents who speak a language other than English. NYSESLAT test meetings. Translators are available for all meetings and all letters/flyers are translated as well. The last Tuesday in May is our annual Culture Dinner where students and parents are invited to prepare a dish that represents their culture and share a meal with the school community.</p>	<p>Parents</p>	<p>Sept 2015-June 2016</p>	<p>Teachers, coaches, supervisors, parent coordinator</p>
<p><u>Additional Initiatives:</u> This year we will be launching two new Parent Engagement initiatives: Tea and Talks with the principal</p>	<p>Parents</p>	<p>Sept 2015-June 2016</p>	<p>Teachers, coaches, supervisors, parent coordinator</p>

and a parent book club. The first Tuesday in June we will have our second Annual Greatest Guardians Celebration where teachers nominate parents who are big supporters of their child's education. We have revised our progress reports to more closely match the report cards to make student progress clearer for parents.			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session planning activities: Parent coordinator, ENL certified teachers, Instructional Committee members, coaches administrators.
Per Session Teachers: Small group instruction after-school, two days a week with a focus on reading, writing and math. ENL classes for parents 1 day a week.
Professional Learning Plan (80-minute) materials: copy paper, copies, folders.
Substitutes: Additional coverages for teacher/teacher team learning, support, feedback, lab-sites, inter-visitations.
Professional books/texts
Core Knowledge Language Arts program materials, supplements
Strategic scheduling and time for learning opportunities (paid preps/time)

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The February Progress Monitoring Parent survey indicated that 98% of respondents are satisfied with their child's education. We hope to exceed our goal of 95%.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students reading and writing below grade level as evidenced by Fountas and Pinnell reading assessments and the Writing Continuum	Guided Writing, Guided Reading and phonics, Literacy Learning Intervention program	Small group	During school day; one time per week small groups
Mathematics	Students are below grade level as evidenced by the Baseline, Performance Series, and Go Math! Chapter tests	Guided Math	Small group	During school day; five times per week 50 minutes
Science	Chapter tests, simulations, informal observations, conferencing, projects	Small group investigations which compliment math and literacy instruction	Small group	After school 2:30-4:30
Social Studies	Students performing below grade level as evidenced by chapter tests, simulations, informal observations, conferencing, projects	Small group guided reading and goal setting in the content areas	Small group	During school day one time per week
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with social emotional behavior require at-risk counseling as evidenced by teacher observations, guidance referrals, and parent meetings	Positive reinforcement, expression of emotions, role-playing, mediation and conflict resolution	One-to-one and small group	During school day; once a week 30 minutes or once a day depending on severity

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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.
<p>The hiring committee reviews resumes submitted on Open Market, attend hiring fairs, and review list of highly qualified candidates provided by the DOE. New staff completes a rigorous interview process by a hiring committee and administration. They are required to do a demo lesson, submit a resume, writing sample, and provide letters of reference. Candidates are interviewed by the team to ensure that teachers, coaches and administration all feel the candidate is highly qualified. They perform their demo lessons in grades/settings that they are interviewing for so the team can gauge their effectiveness in that setting.</p> <p>New staff is provided with in-house and outside professional development. Intervisitations are provided as well as a mentor to support professional growth. Professional development is provided every Monday. The PD committee that includes teachers, coaches, administrations, UFT rep, and other support staff plans in-house PD. The PD committee also consults the grade leaders, literacy committee, math committee, SIIT, and others to ensure that the PD offered meets the needs of the teachers, students, and school. This year we have begun organizing our PD into Professional Learning Cycles where teams of teachers choose an area in need of improvement to study and practice in their classrooms for a series of 5 sessions. The final session includes an evaluation as well as a whole school share out.</p> <p>Constant feedback from supervisors after informal and formal observations also helps to support best practices.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>Professional development is offered in house as well as through the Borough Field Support Center liaisons. All staff who attend PD outside of the building is required to "turn-key" information. Teachers submit evidence of attendance. Highly effective teachers/ coaches provide ongoing professional development in house. Teachers plan weekly during teacher team meetings to ensure CCLS are being addressed during planning and instruction. All staff has many opportunities to attend professional development. This includes assistant principals, teachers, paraprofessionals and service providers. All professional development centers around Rigor and the Common Core Standards as well as the Chancellor's initiatives and expectations described in the Framework for Great Schools: rigorous instruction, supportive environment, collaborative teachers, effective school leadership, strong family-community ties, and trust.</p>

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/information, early intervention services, etc.).

After turning five process, guidance counselor will reach out to turning five parents to schedule a meeting to tour the building and review curriculum and elementary school expectations at P.S.91. During the school year the kindergarten team will continue to work with parents to support their children’s transitions from early childhood programs to elementary 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.

All formative and summative assessments are reviewed and discussed with literacy and math committee members, grade leader teachers, coaches, and administration in order to select a combination of the most efficient and appropriate programs based on standardized assessments. Professional development is provided for all teachers to be trained in administering all assessments and scoring is normed. After each assessment is completed, results are obtained and data is reviewed in order to target specific student strengths and areas of need. Instruction is then targeted for differentiated groups of learners. In addition, teachers’ conference logs provide other relevant information regarding student needs. We use the Fountas and Pinnell reading assessment, Writing Pathways rubrics for writing assessment, Go Math! Assessments for math. We have simulations that mimic the NYS tests, content and comprehensions quizzes from the Core Knowledge Language Arts curriculum and the math Performance series.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	683,627.00		
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	169,873.00	X	5A,5B,5C,5D,5E
Title II, Part A	Federal	150,060.00		
Title III, Part A	Federal	30,340.00	X	5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,450,689		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) 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. **P.S.91**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 91** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

[P.S.91] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic

achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

P.S. 91 PARENT COMPACT	
The School Agrees	The Parent/Guardian Agrees
To convene an annual meeting for Title I parents to inform them of the Title I Program and their right to be involved.	To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.
To offer a flexible number of meetings at various times and provide child care.	To participate in or request technical assistance training on child-rearing practices and teaching and learning strategies, provided by the District, the school, or at the city level.
To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.	To work with his/her child/children on school work: read for 15 - 30 minutes per day to kindergarten and 1 st grade students; listen to 2 nd to 5 th grade students read for 15 - 30 minutes per day.
To provide parents with timely information about all programs.	

<p>To provide performance profiles and individual assessment results for each child and to provide other pertinent individual and school district education information.</p> <p>To deal with communication issues between teachers and parents through</p> <p>Parent/Teacher Conferences to be held at least twice a year.</p> <p>Frequent reports to parents on their children's progress.</p> <p>reasonable access to staff</p> <p>opportunities to volunteer and participate</p> <p>observation of classroom activities</p> <p>translation of all communication between the school and the parents</p> <p>Assurance that parents may participate in training activities that are collaboratively decided upon, i.e. literacy classes, workshops on teaching strategies.</p>	<p>To monitor his/her child's/children's:</p> <ul style="list-style-type: none"> - attendance at school - homework - television watching <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child's/children's teachers about their child's educational needs.</p> <p>To ask parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p>
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Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>67</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Part B: Direct Instruction Supplemental Program Information: For the 2013-2014 school year, 250 ELL students took the NYSESLAT. The results indicated that our school had 38 students in grades K-5 reached Proficiency level. In grades 3-5, we have 37 students who reached the level of Advanced; 13 students who reached the level of Intermediate and 8 students who scored as Beginners on the 2014 NYSESLAT. Therefore, using this data, we will offer support to our current ELLs, grades 3-5, two days a week, Wednesdays and Thursdays from 2:30 to 4:30 pm by providing instructional support focused on improving reading and writing skills.

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

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

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

Part B: Direct Instruction Supplemental Program Information

3/26, 4/1, 4/2, 4/29, 4/30, 5/6, 5/7, 5/14, 5/20.

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

Part C: Professional Development

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

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

Begin description here: Part C: Professional Development: In order to address the needs of our LEP students based on the 2014 NYSESLAT results of the writing modality, our teachers will receive professional development in the form a study group, which will focus on assessing student writing. They will meet once a month on the following six Mondays: November 24, December 22, January 26, February 23, March 30 and April 27 for 45 minutes from 2:30 to 3:15 pm in order to address the needs of the students for whom they are providing services in the after school programs. Teachers will administer a baseline assessment on the first day of class, Wednesday, December 3, 2014 and using that data, they will determine how to address their students' writing concerns. Teachers' work will be supported by using Carl Anderson's Strategic Writing Conferences: Smart Conversations that Move Young Writers Forward. At the first session on November 24, 2014, teachers will be introduced to Carl on Camera, Part 1 or a four part series on DVD whereby the author explains the elements of an effective conference, conferring concepts and ways to assess young writers (grades 3-6). At the subsequent professional development sessions, teachers will view parts 2-5 and view eleven full-length conferences as Mr. Anderson confers with students at various stages of the writing process. Teachers will become knowledgeable with useful advice on improving and honing the teacher's role in conferences as well as strategies for teaching students to take an active role in revising and editing their writing. Moreover, students will learn new ways of thinking, how to develop effective techniques and straightforward strategies while grasping how to confer with students about their writing. Learning how to confer with the teacher about their writing will benefit students not only with their own writing but also with their classmates' writing so that they will be able to provide peer support and collaboration. We will have one distinct group of students: grades 3-5 current ELLs who are Advanced, Intermediate, Beginner and New Admits. The teachers will be using two different programs in ELA and Math to address the needs of the students. The teachers providing instruction for the Intermediate, Beginner and Newly Arrived group will be using Imagine Learning; they will receive professional development at two 2 hour sessions provided by Imagine Learning on how to utilize the program to best suit the students' needs. They will also attend the 6 PD sessions using the reading/writing resource, Reading A to Z, which focuses on reading comprehension and responding to text-dependent questions, and is aligned to the Common Core standards. This research-based reading comprehension curriculum will allow for independent work, small-group work, whole-class lessons, or teacher read-aloud lessons. Imagine Learning will provide professional development in November so that teachers fully understand how to implement the program to yield optimum results. We will be utilizing 41 licenses that will be installed on desktop computers in the computer lab and on laptops for individual student use. Teachers will also receive professional development from the Math Coach, which will take place during the school day, in order to implement the iReady Math program.

Part D: Parental Engagement Activities

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

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

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

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

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

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

Furthermore, our school will offer an ESL workshop for parents one afternoon a week beginning in November and ending in April. A certified ESL teacher will conduct the workshops providing parents with a workbook and practical, every day, hands-on lessons on how to communicate so that parents' needs are fulfilled. We will provide 22 sessions once a week on Thursdays from 2:30 pm to 3:30 pm. During that time, we will also offer free child care services. The dates for the sessions are as follows: 11/20, 12/4, 12/11, 12/18, 1/8, 1/15, 1/22, 1/29, 2/5, 2/12, 2/26, 3/5, 3/12, 3/26, 4/2, 4/16, 4/23, 4/30, 5/7, 5/14, 5/21, 5/28. Participants will receive a text book with self-study Audio CD and a

Part D: Parental Engagement Activities

workbook using Intro Level Interchange by Cambridge Press, which offers updated content, grammar practice, and opportunities to develop speaking and listening skills. It features contemporary topics and focuses on both accuracy and fluency, and it integrates themes, grammar, functions, vocabulary, and pronunciation. We are using this resource because we believe that language is best learned when it is used for meaningful communication.

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 091
School Name PS 91		

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 ENL teacher, and one parent.

Principal Meridith Nasjetti	Assistant Principal Glen Caroccio
Coach Pamela DeLuca	Coach Reyna Lachapell
ENL (English as a New Language)/Bilingual Teacher Andres Barillas Acosta/ENL	School Counselor /Stella McCartney
Teacher/Subject Area Anne Rodriguez/Common Branch	Parent Karen Lane
Teacher/Subject Area Tracy Ball Douglas/ENL	Parent Coordinator Geormari Cruz
Related-Service Provider Lisa Pierce	Borough Field Support Center Staff Member Socorro Diaz
Superintendent Melodia Mashel	Other (Name and Title) Patricia Mamara/AP

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	4	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	718	Total number of ELLs	271	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	1	1	1	1	1	1								0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	271	Newcomers (ELLs receiving service 0-3 years)	191	ELL Students with Disabilities	49
SIFE	7	Developing ELLs (ELLs receiving service 4-6 years)	24	Long-Term (ELLs receiving service 7 or more 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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	132	7	0		0	2	0	0	0	0
DL										0
ENL	116			23		11				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____	25	27	18	24	17	21								0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	68	76	78	70	76	54								0
Chinese				1		1								0
Russian														0
Bengali	6	3	2	2	4	3								0
Urdu														0
Arabic			1											0
Haitian						1								0
French	1			1		1								0
Korean														0
Punjabi														0
Polish														0
Albanian		1				1								0
Other		1												0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	6	5	3	4	10	1								0
Emerging (Low Intermediate)	7	8	6	15	4	2								0
Transitioning (High Intermediate)	8	12	5	6	7	1								0
Expanding (Advanced)	38	27	17	13	13	4								0
Commanding (Proficient)	10	9	11	5	4	2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total					1	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	24	14	2	0	0
4	20	6	1	0	0
5	7	2	1	1	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	21		12		3		0		0
4	18		15		4		1		0
5	5		3		2		2		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	3	0	12	0	19	0	3	0	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 In grades K-5, students are assessed using the Fountas & Pinnell leveling system to evaluate students' reading ability; F&P assesses comprehension, such a sliteral and inferentail questions, fluency and expression. In this way, teachers are able to determine if a students is using the cueing system and checking for meaning, word patterns, visual cues (unknown words). This system also allows the teacher to be aware of the student's ability to self-correct so that the text makes sense and has meaning. Moreover, comprehension and fluency are important focus areas that inform the teacher as to a child's strengths and areas of need; this allows the teacher to differentiate instruction, provide specific, targeted small group support and/or teach a strategy lesson based on their findings. Analyzing the data of the whole class, the teacher is able to re-teach or revisit a lesson and scaffold instruction for ELL students. In addition, frequently monitoring students who are below, approaching, on or above the reading benchmark assists in creating the school's instrucional plan for professional development as well as supporting teachers in closing the gap. The F&P Class-at-a-glance sheet arranges students by level across the year providing the school with additional information and analysis of student progress; this data is collected and analyzed four times a year. Writing assessments are conducted three times a year: baseline, midline and endline. We have also incorporated Writing Pathways, an assessment to know expectations for every type of writing for each grade level and the kind of writing that is expected across grades. In addition, our CKLA (Core Knowledge Language Arts) program is aligned with the Common Core Standards and provides GRAIR (Guided Reading and Independent Reading). During this time of the reading block, teachers meet with small groups and/or confer with individual students to address their specific needs. The CKLA program also provides its own assessments that teachers use to evaluate student progress. In addition, DEAR (Drop Everything and Read) time has been incorporated into our daily schedules in order to emphasize the importance of reading daily.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data for the 2015 NYSESLAT reveals the following information: 41(16% out of 263) of our students in grades K-5 achieved a level of Commanding. As the NYSESLAT was a new test, we will look at patterns from the 2015 test only. In Kindergarten, 9% of the 69 students who took the test scored at the Entering level, 10% scored at the Emerging level, 12% at the Transitioning level and 55% at the Expanding level and 14% at the Commanding level. In first grade, 8% of the 61 students who took the test scored at the Entering level, 13% scored at the Emerging level, 20% at the Transitioning level, 44% at the Expanding level and 15% at the

Commanding level. In second grade, 7% of the 42 students who took the test scored at the Entering level, 14% scored at the Emerging level, 12% scored at the Transitioning level, 40% scored at the Expanding level and 26% scored at the Commanding level. In third grade, 9% of the 43 students who took the test scored at the Entering level, 35% scored at the Emerging level, 14% scored at the Transitioning level, 30% scored at the Expanding level and 12% scored at the Commanding level. In fourth grade, 26% out of 38 students who took the test scored at the Entering level, 11% scored at the Emerging level, 18% scored at the Transitioning level, 34% scored at the Expanding level and 11% scored at the Commanding level. In fifth grade, 10% out of the 10 students who took the test scored at the Entering level, 20% of the students scored at the Emerging level, 10% scored at the Transitioning level, 40% scored at the Expanding level and 20% scored at the Commanding level.

With regard to patterns across performance levels on the NYSESLAT, 43% of our school (112 students out of 263 students who took the test) scored at the Expanding level, 15% scored at the Transitioning level, 16% at the Emerging level, 11% at the Entering level and 16% scored at the Commanding level. In comparison to last year's NYSESLAT scores, 18% of our students (out of 217 students who took the test) scored at the Proficient level. In Kindergarten, 14% out of 35 students who took the test scored at the Proficient level; in first grade, 9% out of 55 students who took the test scored at the Proficient level, 26% out of 50 students in second grade, 8% out of 39 students in third grade, 45% out of 20 students in fourth grade and 17% out of 18 students in fifth grade scored at the Proficient level. In comparing the 2014 and 2015 NYSESLAT results, analysis indicates that the majority of our students scored at the Advanced/Expanding level than any other level two years in a row. Moreover, in both instances students in the lower grades, specifically, K, 1 and 2 have shown the most progress achieving Advanced/Expanding and Proficient/Commanding levels.

NYSITELL Results: Of the 92 new admits tested beginning on June 1, 2 and 3 for pre-registration and continuing with September 3, 9 and 10, 8 students tested out, 27 students were placed in a TBE class and 57 were placed in TBE classes. The Spanish LAB is still being conducted by our bilingual/ESL teachers.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The information from the AMAO indicates that our students have the most difficulty with the Reading and Writing modalities. As in the past, reading and writing will be our focus across the curriculum in all content areas. As research indicates, in order for students to become proficient in reading and writing, they need to develop their listening and speaking skills and practice using them on a daily basis. Therefore, the our school's focus is on Domain 3: Instruction of the Charlotte Danielson Framework for Teaching which emphasizes components 3B: Using Questioning and Discussion Techniques. Through Think/Pair/Share and Turn and Talking activities and Partner reading and sharing, our ELL students will have many opportunities throughout the day to implement these techniques that support them in improving their ability to think critically, share ideas, identify key ideas and details from a text, develop opinions and challenge one another. By practicing their skills in the Listening and Speaking modalities, ELL students will be prepared to respond to questions by sharing their thoughts and ideas with their classmates prior to responding individually; this practice will also allow them to think critically and respond to written prompts with confidence. In addition, taking part in small Guided Reading groups will support them with comprehension and enhance their fluency not only when testing but also to become college and career ready.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Patterns across performance levels and grades: In grades 3, 4 and 5: 30 ELL students out of 40 (25%) took the State Math test in their home language in third grade, 19 ELL students out of 38 (50%) in fourth grade and 1 ELL student out of 12 (.08%) student in fifth grade). Of those students, in third grade, 6 students scored Level 1, 3 students Level 2 and 1 student Level 3; in fourth grade, 10 students scored Level 1, 4 students scored Level 2, 2 students scored Level 3 and 1 student scored Level 4; in fifth grade, 1 student scored Level 1. In comparison, the results are as follows for ELL students who took the State Math test in English: in third grade, 16 students scored Level 1, 14 students scored Level 2, 3 students scored a Level 3; in fourth grade, 8 students scored Level 1, 11 scored Level 2 and 1 student scored Level 3; in fifth grade, 5 students scored Level 1, 2 students scored Level 2, 2 students scored Level 3 and 2 students scored Level 4.

b. We did not administer ELL periodic assessments.

c. The home language is used to support student learning in various ways: students receive one period a date in Home Language instruction. Word Walls are in both the home language and in English. Every TBE classroom has a leveled Home Language library, and students are assessed in reading in their home language in order to determine reading level and to monitor progress in the home language. In addition, during home language instruction students listen to authentic read alouds, ask and answer questions and have discussions in their home language and write responses to their reading selections. Moreover, at the Entering and Emerging levels, two content area classes are taught in the home language so that students are able to learn content (Math, Science and/or Social Studies) and make progress in those areas.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

At PS 91, in order to guide instruction for our ELL students within the RTI framework, we provide daily and consistent Tier 1 instruction. Students are given multiple opportunities throughout the day to engage with one another and their teacher through Turn and Talk activities as well as Think/Pair/Share activities and triads in small groups. These activities allow ELL students to improve in the two modalities of listening and speaking across the curriculum and throughout the day as these structures are part of every class and for every lesson. At the beginning of the school year, teachers receive the results of NYSESLAT so that they are aware of their students' levels according to the scale scores. They also receive professional development so as to understand the results and how they can address the students' needs according to the four modalities. This year our school has extended the CKLA program to include grades 3-5 thus allowing consistency and coherence across the whole school. Therefore, the components and resources will support ELL students so that they are both cognitively challenged and supported in order to achieve success. ELL students who are not showing sufficient progress are targeted early in the school year so that they receive Tier 2 small group instruction in addition to Tier 1 support. Tier 2 instruction requires teachers to meet with students for 30 minutes three times a week. As progress is monitored for these students by the RTI team, educational decisions are made that take into account language acquisition and background ensuring that our students feel confident enough to become active participants in their learning.

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

This year we have included grades 3, 4 and 5 in the CKLA curriculum for ELA. By adopting this program schoolwide, we are making certain that a child's new language development is considered in instructional decisions. We are continuing to utilize GO MATH as our math program for grades K-5. Both the CKLA and the GO MATH programs address the needs of new language learners. In addition, the programs provide teachers with resources to support ELL students that can be accessed online and in the Teacher's Guides. Moreover, we have adopted the co-teaching model where ESL providers are pushing in to support ELL students in acquiring English language skills. After reviewing the data from the 2015 NYSESLAT, teachers are aware of each child's proficiency level and also use the scale score to determine strengths and needs in all four modalities. The ESL teachers participate in grade planning meetings so that their services are aligned with the focus and content of the domains/units of study with the programs. Support is provided using ESL strategies and scaffolded materials for ELL students in addition to what the classroom teacher provides. The ESL support teachers keep track of reading and math assessments throughout the year and update their record keeping accordingly. Visual exposure to grade level content provides the confidence and the level of vocabulary to be able to agree/disagree and to add to discussions. Providing small group discussion (Turn and Talk and Think/Pair/Share) prior to whole group discussion allows our English Language Learners to become active participants and integral members of a group sharing their thoughts, ideas and opinions.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Our school does not have a dual language program.

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

At PS 91, we evaluate the success of our programs for ELLs by analyzing data from our ELA, Math and NYSESLAT state exams. We also evaluate the ELA and Math simulations and performance tasks to gather information on how our ELL students are progressing as the school year unfolds. Our areas of need are in reading and writing as shown the results of the ELA, Math and NYSESLAT exams. We use these findings to focus on instruction in the areas where the students need the most support. Baseline assessments in writing, F&P assessments and Math baselines taken at the beginning of the school year, enable us to place ELL students in small groups for guided reading, targeted writing and small group support in math. Assessments in the students' home language also help the teachers to understand whether language is the only issue impeding student performance or whether there might be an indication of a learning disability. The success of our ELL program is measured by the number of students who reach a score of Commanding on the NYSESLAT, by the number of students who progress one or more levels and in which modalities we are finding improvements. We also look at the growth students are making on the F&P reading levels throughout the school year and if they are reaching the benchmarks prescribed for each grade level (September, Dec/Jan, Feb/March, May/June). In addition, we are using Writing Pathways as an assessment tool to realize expectations for each type of writing (narrative, opinion, persuasive) which includes student samples and rubrics; this assessment provides consistency across the grades from K-5 and beyond. Finally, we use unit assessments in both the ELA and math programs as well as class work, student participation, group work and teacher observations to evaluate the success of our programs for ELL students.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

At PS 91, we follow the procedures stated in the Implementation of the New CR Part 154 to Ensure High Quality Education for English Language Learners and the ELL Policy and Reference Guide. The identification process and placement of ELL students begins with preliminary registration in the spring. Parents, who pre-registered their children for Kindergarten, were contacted and a meeting date was scheduled to meet with our certified ESL staff. On June 1st, 2nd and 3rd, 2015, the ESL pedagogues met with the parents in the school library. At that time, three ESL pedagogues met with the parents (Carol Pincus, Tracey Ball Douglas and Andres Barillas Acosta). Mr. Acosta is bilingual; therefore, he was able to translate all pertinent information in both Spanish and English. The HLIS (Home Language Identification Survey) was clearly explained item by item so that parents were able to make informed decisions about completing the form correctly. An overhead projector was used so that parents could follow the explanation line by line in both English and Spanish. After determining that the child's home language was other than English, the ESL pedagogues met with each child individually to conduct informal interview to determine the child's language. If the child spoke and understood English clearly and no other language was indicated on the HLIS, then the child was deemed a non-ELL. If it was determined that the child's language was Spanish or a language other than English, he or she became eligible for an informal assessment conducted by one of the ESL pedagogues; forty students were informally assessed. During the informal assessment, parents were shown the parent video as the NYC Chancellor described the three choices of programs offered by the NYC Department of Education. Parents who spoke a language other than Spanish, were able to listen to the narrative in their home language. Parents chose from one of three programs: TBE (Transitional Bilingual Education), standalone ENL (English as a New Language), and Dual Language. Each parent was met with on an individual basis by an ESL pedagogue. If translation was needed, it was provided by the bilingual ESL pedagogue. As our school does not offer a Dual language program at this time, it was explained that the Dual language program was not a choice for now. However, it was explained that we would keep track of parents requesting a Dual language program to determine the start of a program in the future. In addition, parents were also given the ELL Parent Orientation Brochure in the language of their choice. The ESL pedagogues also provided parents with a list of summer reading program for pre-school children at our local libraries and an additional handout detailing expectations and ideas for preparing children for Kindergarten.

On September 3, 2015, the official NYSITELL (New York State Identification Test for English Language Learners) was administered to eight students. The ESL pedagogues reviewed the results and children who passed the test were deemed ineligible and parents were issued a non-entitlement letter. Children who did not meet the passing score were considered eligible for ELL services and placed on the appropriate TBE or ESL class depending on parent choice/selection. At that time, the parents were notified that their child's eligibility for the TBE and ESL programs would terminate once their child reached proficiency in English or a level of Commanding as measured by the NYSESLAT (New York State English as a Second Language Test). However, it was explained that as former ELLs, they would be eligible to receive two years of support services for ninety minutes per week in addition to testing accommodations on the state ELA and Math exams for two years as well. Three of the pedagogues who administered the NYSITELL during this session were Andres Barillas Acosta, Lady Laureano and Shaney Collado Weaver (all bilingual and ESL certified).

On September 9, 2015, the ESL team, Andres Barillas Acosta, Tracey Ball Douglas and Shaney Collado Weaver, met with new 13 registrants (September 10th, 9 new registrants, September 11, 3 new registrants and September 16, 3 new registrants) and their parents to explain the intake process, to test students and to assist with completing the HLIS form as well as to explain the parent selection form, to show the parent video and to explain the results of the NYSITELL exam. Within 10 days of registering, any new admits were tested, parents were met with and the intake process was adhered to as stated above. In addition, the Spanish LAB was administered by Andres Barillas Acosta and Shaney Collado Weaver, both bilingual and ESL pedagogues. Subsequently, all new admits are given the NYSITELL within 10 days of registering at PS 91. Furthermore, the procedures for the intake process are followed as stated above.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

At PS 91, identification of SIFE students within 30 days of enrollment is as follows: Our school has 30 school days from the initial enrollment to make an initial SIFE determination. Determining SIFE status will begin at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We follow all of the same steps as outlined in identifying an ELL. If there are indicators within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process. If the student is a newly identified ELL in grades 3 through 9 and is at the Entering or Emerging level of proficiency as indicated by the NYSITELL results, we would administer the oral interview questionnaire, or administer the LENS for those students whose home language is Arabic, Chinese, Bengali, Haitian Creole or Spanish. As per CR Part 154, we have one year to make a final determination of SIFE status. SIFE status is removed once the student scores at Transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
- At PS 91, a student entering school for the first time with an IEP (from within the US), will be based on the determination of the LPT (Language Proficiency Team); a qualified interpreter or translator or mode of communication the parent best understands will be present at each meeting of the LPT. The LPT determines if the child should take the NYSITELL based on evidence of the student's English language development, the student's history of language use in the school, at home and in the community as well as the results of the individual evaluation of the student which includes assessments administered in the home language. Also, information provided by the CSE (Committee on Special Education) as to whether the student's disability is the determining factor affecting whether the student can demonstrate proficiency in English is considered. Therefore, based on the evidence, the LPT will make a determination as to whether the student may have a second language acquisition needs or whether the student's disability is the determining factor affecting whether the student is able to demonstrate proficiency in English. If the LPT determines that the student has language acquisition needs, the student will take the NYSITELL. If the LPT determines that the student does not have language acquisition needs, and should not take the NYSITELL, the recommendation will be sent to the principal for review. If the principal rejects the recommendation, then the NYSITELL will be administered immediately. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation will be sent to the superintendent, and the parent or guardian will be notified with 3 school days of the decision in the parent/guardian's preferred language. The superintendent has 10 days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school will have 5 additional school calendar days to administer the NYSITELL and notify the parent. The form, Language Proficiency Team NYSITELL Determination form, will be completed and placed in the student's cumulative folder. Regardless of LPT's decision and final NYSITELL eligibility determination, language for instruction of all students with IEPs, including ELLs, is determined by the CSE.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
- At PS 91, parents of children who are eligible for ESL services are given an entitlement form with their child's score at the time of registration so that parents learn immediately if their child is entitled or not entitled for ESL services. It is at this time that these parents receive the Parent Choice of Program Form so that they can make their informed choice of program. Our ESL team (Andres Barillas Acosta, Tracey Ball Douglas, Shaney Collado Weaver) collect all Parent Surveys and Program Selection forms and place them in a binder which is stored in the ESL Office, Room 452. Entitlement letters are completed, distributed to each classroom and sent home with each individual child in his/her homework folder for parents to read (in Spanish and English).
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
- At PS 91, parents are informed that they have the right to appeal ELL status within 45 days of enrollment in the following way: Our school determines ELL status, conducts the parent orientation meeting and sends the parent entitlement/non-entitlement letters along with the parent survey within 10 days. Our school sends the entitlement letter of ELL status notification within 5 school days letting parents know the results and that they have the right to appeal the ELL status within 45 days of enrollment. Once the ELL student is placed in an ELL program within 10 days of enrollment, the parent has the right to appeal within 45 days and the right to a re-identification process within 45 days of the initial enrollment. Copies of all ELL notifications and letters are kept in students' cumulative folders.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
- At PS 91, during the intake process, our school has established structures such as an explanation of the HLIS, viewing the parent video, explaining the parent selection/choice form and receiving the entitlement, non-entitlement letter as deemed appropriate in order to ensure that parents understand all three program choices (TBE, ESL and DL). When the ESL team meets with parents, they emphasize the importance of filling out the HLIS correctly. The team makes certain that the HLIS is offered in his/her language preference. The HLIS is explained clearly item by item so that parents have a complete understanding of the questions being asked; the team uses an overhead projector to display the questionnaire for everyone to view. Two of our ESL team members are bilingual (Andres Barillas Acosta and Shaney Collado Weaver) so they are able to translate whatever is stated in English in order to address any misgivings or misunderstandings. Our purpose is to ensure that parents feel informed and knowledgeable regarding their children's education. When the HLIS forms are completed, they are reviewed by the ESL team in order to determine student eligibility for the NYSITELL and Spanish LAB, if applicable. The HLIS and other pertinent documents (entitlement letter, parent selection form) will be placed in each child's cumulative record folder and a copy of all of the documents will be stored in a binder in the ESL office as well.
- At the time of registration, the parents view the video that describes the three NYC program choices. If a parent requires a language other than English or Spanish, we provide a separate computer for that parent for which to view the information in his/her home language. Once the child completes the NYSITELL, the ESL team reviews the score and determines eligibility. At that time, the parent is notified. A child who is not eligible is placed in an appropriate monolingual class and the parent is given a non-entitlement letter. At PS 91, we register children every day until all of the children have been registered. As parents continue to register their

children, we follow the procedures stated above in order to ensure that all three program choices are described and explained so that parents are able to make an informed choice for their children.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

At PS 91, parents of children who are eligible are given an entitlement letter indicating their child's score at the time of registration. It is at this time that parents receive the Parent Choice of Program Form so that they can make their informed choice of program. Our ESL team collects all Parent Surveys and Program Selection forms and places them in a binder which is stored in the ESL office. Entitlement letters are completed, distributed to each classroom and sent home with each individual child in his/her homework folder for parents to read. If a parent is unable to view the video and make an informed choice at the time of registration for whatever reason, the ESL team makes a concerted effort to reach out to the parent(s) to make appointments at their convenience so that they are able to meet with the team, view the video, have their questions answered and have the forms completed correctly.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

At PS 91, our school monitors the Parent Survey and Program Selection as stated above; therefore, with this practice in place, all of our forms are completed and returned. If a form is not completed, we reach out to parents by phone, solicit the classroom teacher to speak to the parent and/or meet with the parent at dismissal time and have them fill out the form at that time.

9. Describe how your school ensures that placement parent notification letters are distributed.

At PS 91, our ESL team ensures that the placement parent notification letters are hand delivered to the appropriate classroom teachers after copies have been made and stored in the ESL office. This practice ensures that the letters are placed in students' folders to be taken home and read by parents. Classroom teachers also ensure that parents are notified that the letters are in the homework folders by indicating the presence of the letter on the homework sheet.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

At PS 91, our school retains all ELL documentation for each child (HLIS, non-entitlement and entitlement letters) in a binder where copies for each category are grouped, labeled and stored. In addition, copies of the various documents are placed in each child's cumulative folder.

11. 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.

At PS 91, in order to administer the NYSESLAT to all ELL students each year, we follow a prescribed procedure. To begin with, we create a pacing calendar for each grade band for teachers to follow to ensure test preparation in all four skill areas. NYSESLAT test prep workbooks are purchased for each class for individual ELL students. Next, teachers plan and implement lessons based on their students' strengths and areas of need in the four skill areas. In this way, students are exposed to the kinds of questions with which they will be asked to respond in written and oral form. Particular attention is paid to the parts of the test that are new or have been changed as outlined in Phase Two of the 2015 NYSESLAT exam.

Prior to the test's administration, teachers receive the NYSESLAT testing memo containing dates, times and locations for testing all four modalities; this memo lists all students eligible for testing in addition to students with testing accommodations for children with special needs. The memo also references students who are not eligible for testing in a particular class and their placement on the days of testing. The Speaking portion of the test is conducted by the ESL team; a separate memo detailing the specific dates and times for testing each class is distributed to teachers prior to the testing dates. The Listening, Reading and Writing tests are administered each day on three consecutive days. This information is outlined in a separate memo regarding the three days of testing. In addition, prior to the test, all teachers of ELLs or teachers who have ELL students in their classes, receive professional development explaining detailed testing procedures for test administration, proctoring and test administration responsibility. All tests are administered by the various classroom teachers (bilingual, standalone or ESL provider) and a secondary proctor. A chart of classroom rosters for all ELL students being tested is maintained in the assistant principal's office where the test is stored, secured and distributed on the testing days until the test is completed and packaged for delivery complying with the prescribed dates. The roster chart allows the ESL team to determine which students have not taken any part of the test (Day 1, 2 or 3 and Speaking) due to absenteeism so that they can schedule make-up testing days for each of the test days; the make-up testing days immediately follow the scheduled testing days. Each teacher or designated secondary proctor signs for her own individual tests and signs off when returning the tests; the tests are counted at both times to ensure test security prior to the teacher/proctor leaving the testing room. With regard to the Listening portions of the test, prior to testing, all classrooms used for testing are outfitted with a CD player (with the exception of grades K, 1 and 2). All testing administration manuals have the classroom teacher's name written on each booklet as assurance for test security. Finally, all parents of ELL students across the grades receive a letter describing clear expectations regarding times, days and suggestions for supporting their children for the duration of the testing days such as timely arrival, adequate rest, proper breakfast and encouragement.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

At PS 91, our school ensures that continued entitlement and transitional support parent notification letters are distributed by making copies of all pertinent letters for each grade level. Our ESL team members complete the letters, have copies made and hand deliver them to the appropriate classrooms so that the classroom teachers are able to distribute them to the ELL students in their

classes. Teachers are asked to place the letters in the homework folders so that parents are assured of receiving them. Teachers check the homework folder on a daily basis. If the letter remains in the folder, the teacher makes sure to ask the parent if they have seen and read the letter. In addition, during the Parent Orientation Meeting (September 29, 2015), parents will be reminded to check the folders for entitlement letters; the letter and continuation of services will be thoroughly explained.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

At PS 91, our Parent Survey and Program Selection forms yield the following information. Our school tested 40 students in June, 8 students on September 3rd, 12 students on September 9th, 8 students on September 10th and 3 students on September 16, 2015. Of those tested, 8 students tested out; they exceeded the cut score for the grade, and all of these children were of Latin descent. 27 parents chose the Standalone program; out of those tested, the highest score was and the lowest scored a 0 on the Kindergarten NYSITELL. Children from Bangladesh and the Dominican Republic had the lowest scores and were placed in either the Standalone class on the grade or in a class that has an ESL provider. Forty students were placed in the TBE program; of those tested, the highest score was 29 and the lowest was 0. Of children who scored intermediate to high, parents chose to place 1/3 (5/13) in a TBE class and (8/13) in a ENL class.

There was one parent who showed interested in a Dual language class. The parent chose the ESL program rather than looking for placement in another school that offered Dual language; she was advised that we would keep a record of parent requests for a Dual language program on file.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- Freestanding ENL program.
At PS 91, our Standalone ENL program is implemented as per CR Part 154.2 as follows: The class travels together (block) as a heterogeneous group. They receive 360 ENL minutes at the Entering level, 180 minutes of standalone ENL and 180 minutes of integrated ENL. They receive 360 ENL minutes at the Emerging level, 90 minutes of standalone ENL and 180 minutes of integrated ENL and 90 minutes of Standalone or integrated ENL with ELA or any other content area. They receive 180 ENL minutes at the Transitioning level and 90 minutes of integrated ENL and 90 minutes of Standalone or integrated ENL with ELA or any other content area, and 180 ENL minutes at the Expanding level with 180 minutes of integrated ENL/ELA or other content area.
 - TBE program. *If applicable.*
At PS 91, our TBE program consists of three parts: ENL/ESL, home language arts and 2 subjects in the native language at the beginning levels based on the level of student proficiency. If the proficiency levels are at the higher levels, they receive at least one subject in the native language.
 - DL program. *If applicable.*
Our school does not have a DL program.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 - Instructional minutes in each program model are delivered accordingly: a total of 360 minutes per week at the Entering level with 180 minutes in Stand-alone and 180 minutes of Integrated ENL/ELA for Entering level students; a total of 360 minutes per week at the Emerging level with 90 minutes; a total of 180 minutes per week at the Transitioning level with 90 minutes in Integrated ENL/ELA and 90 minutes in Stand-alone ENL or Integrated ENL or content area; a total of 180 minutes per week at the

Expanding level with 180 minutes of ENL/ELA or other content area and a total of 90 minutes per week of Integrated ENL in ELA or content area at the Commanding level for former ELL students.

3. Describe how core content is delivered in each program model. 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.

At PS 91, the core content is delivered using the CKLA (Core Knowledge Language Art) program and GO Math. Instruction is delivered in English in the CKLA program and translated into the homelanguage for Entering and Emerging students and for all other ELLs in TBE classes when necessary. In TBE classes where students are in the beginning stages of language acquisition, the content area courses are taught in the home language.

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

At PS 91, ELL students are appropriately evaluated in the home language three times throughout the year using the Fountas & Pinnel Spanish assessment: at the beginning of the year, mid-year in February and at the end of the year in May/June.

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

At PS 91, we ensure that ELL students are appropriately evaluated in all four modalities of English acquisition throughout the year in the following ways: teacher observation during whole group, small group and individualized instruction on a daily basis. Each day students participate in Turn and Talk and Think/Pair/Share activities as classroom teachers keep track of student responses for each type of question asked and answered using the Listening and Learning checklist. ELL students are given opportunities to listen to and think about their own responses prior to responding whole class. In addition, students listen to read aloud selections daily and are asked to respond both orally and in written form. The writing process is used so that ELL students have opportunities to revise and edit their work based on teacher and peer feedback as well as individual conferencing. Teachers keep notes on how students are progressing, their areas of strength and need so as to inform their instruction. Using the results of the NYSESLAT, teachers of ELL students provide visual supports for vocabulary, word walls, use of the Smart board, videos, leveled libraries, mentor texts, authentic student writing, rubrics, goal setting and group and individual evaluation of student work; all of these activities contribute to student assessment in all four modalities giving the teacher the information necessary to differentiate lessons and target specific needs.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Differentiated instruction for each of the following ELL subgroups is as follows:

a. SIFE: Our school has a total of 7 SIFE students; 1 current ELL in third grade, 2 current ELL students and 1 former ELL in fourth grade, 2 current ELL students and 1 former ELL in fifth grade. The two former ELL students will receive 90 minutes per week of integrated ENL to support their language acquisition. Three of the SIFE students are at the Entering level and will receive 360 minutes of support services as well as the 2 of the Emerging SIFE students. They will be identified as SIFE students so that their teachers are aware that these students have had interrupted education and that they need extra support and close monitoring to determine if they are making progress. They will be included in small instructional groups, and they will attend after school in order to improve their language acquisition in all four modalities. Moreover, group work is a way to teach social skills and teamwork and to practice speaking and listening in the new language. In addition, they will receive support in their Home Language period on a daily basis so that they can transfer their knowledge of language from their home language to the new language; our instructional plan focuses on delivering content and literacy instruction in the home language for Entering and Emerging students for at least two content area subjects. Counseling is also available and has proven valuable to help these students to adjust to their school environment and level of expectations required by the Common Core Standards.

b. Newcomer: Newcomers who have received between 0 and 3 years of service, and who are in a TBE class will receive instruction in their home language from a highly qualified certified bilingual teacher. Newcomer students will receive 360 minutes of support services and one period a day of Home Language instruction. In many instances, content in ELA is translated and the content area subjects are taught in the home language in TBE classes. If the newcomers are not Spanish speakers, they will receive 360 minutes of support in either a Freestanding ESL class, or they will be provided with 360 minutes of support (Entering, Emerging) by an ESL provider in a co-teaching push-in model. In addition, students and parents receive homework assignments in their home language which is translated by a bilingual classroom teacher on the grade; this practice allows parents to offer support and be involved in their children's school work. In addition, we send home progress reports in the home language so that parents are aware of their children's progress. Moreover, we provide workshops for parents in ELA and Math with translation so that newcomer parents are aware of our curricula. Newcomer students are included in our after school program for ELL students which will offer extra support in language acquisition.

c. Developing: Developing students scoring at the Transitioning level on the 2015 NYSESLAT will receive 180 minutes of ENL

support; 90 minutes of ENL/ELA support and 90 minutes of integrated ENL/content area or Stand-alone support. As with all of our ELL students, students at this level of language acquisition will be provided with classroom support through small group/individual and attend an after school program as well. As teachers have been provided with test score results in all four modalities, they will be able to address these students' needs individually.

d. Long-term ELLs - We do not have any students who are long-term ELLs at this time at our school.

e. Former ELLs - Our school has made accommodations for students who received a score of Commanding on the 2015 NYSESLAT; those students will receive 90 minutes per week of ENL support as they have been placed in classrooms where an ESL teacher is the classroom teacher or an ESL teacher is providing push-in ENL services. Former ELL students also receive testing accommodations for two years after securing a score of Commanding. Students who scored Proficient on the 2014 NYSESLAT will also receive 90 minutes of ENL support a week and be eligible for testing accommodations as well.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

At PS 91, we ensure that the student's academic progress has not been adversely affected by the re-identification process in the following way: the principal will review the re-identification process between 6 and 12 months from the date of the superintendent's notification to the principal, parent, guardian and/or student. The principal will consult with a qualified staff member in the school, the parent/guardian and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may be adversely affected by the determination, the principal will provide additional support services to the student and may reverse the determination within the same 6-12 month period. Consulting with the qualified staff (classroom teacher, support teachers, guidance counselors, enrichment teachers, etc) will help the principal determine any adverse affects accrued by the re-identification process.

8. 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?

At PS 91, ELL students with disabilities receive services mandated through their IEP (Individual Education Plan). Our ESL providers will support ELL students with special needs and collaborate with the special education teachers, speech providers, SETTTS providers, occupational therapists, physical therapists, the school psychologist, social worker and guidance counselors in order to create the best learning conditions for the ELL-SWD students. Instructional strategies for ELL students with disabilities include significant interaction between the teacher and the student. Group work allows students to move around, interact with one another and take part in whole class or small group discussions and activities in order to build confidence and self-esteem. ELL-SWD students participate in active learning as they are offered hands-on activities that focus on strengths and improving capabilities. Teachers are aware of the students' accommodations and adapt activities so that all students have the opportunity to gain access to information in reading, writing and content area subjects; feedback is given regularly so that students build an understanding of how to improve their learning. In addition, ESL providers scaffold oral and written instruction, give clear directions, repeated if required, and model how to apply strategies in order to facilitate comprehension. Other strategies will include using visual aids such as pictures, photographs, graphs, graphic organizers, story maps or story boards, word mapping and use of the Smart board and other technology to support comprehension. It is universal practice for teachers to provide services for ELL students with disabilities to ask students to repeat directions in their own words so that immediate assessment will help determine comprehension and support will be immediately provided. Our ELL-SWD students are given resources to help with study skills, particularly organizational skills. In addition, they are taught time management skills in order to complete tasks and prepare for standardized tests in ELA, Math and NYSESLAT. Special education teachers refer to each student's IEP and the modifications stated within; however, they follow the curricula as well as the requirements outlined in the units of study based on the Common Core State Standards.

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

At PS 91, our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of student with special needs by providing support through the ICT (Integrated Co-teaching model) in grades K-5. Lessons are linked to students' abilities so that there are clear and engaging foci. Students are allowed to practice skills in a variety of contexts and directions and instructions are repeated often throughout lessons in order to assist learning. Language development activities are offered in multi-sensory ways so that students' learning styles are addressed.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

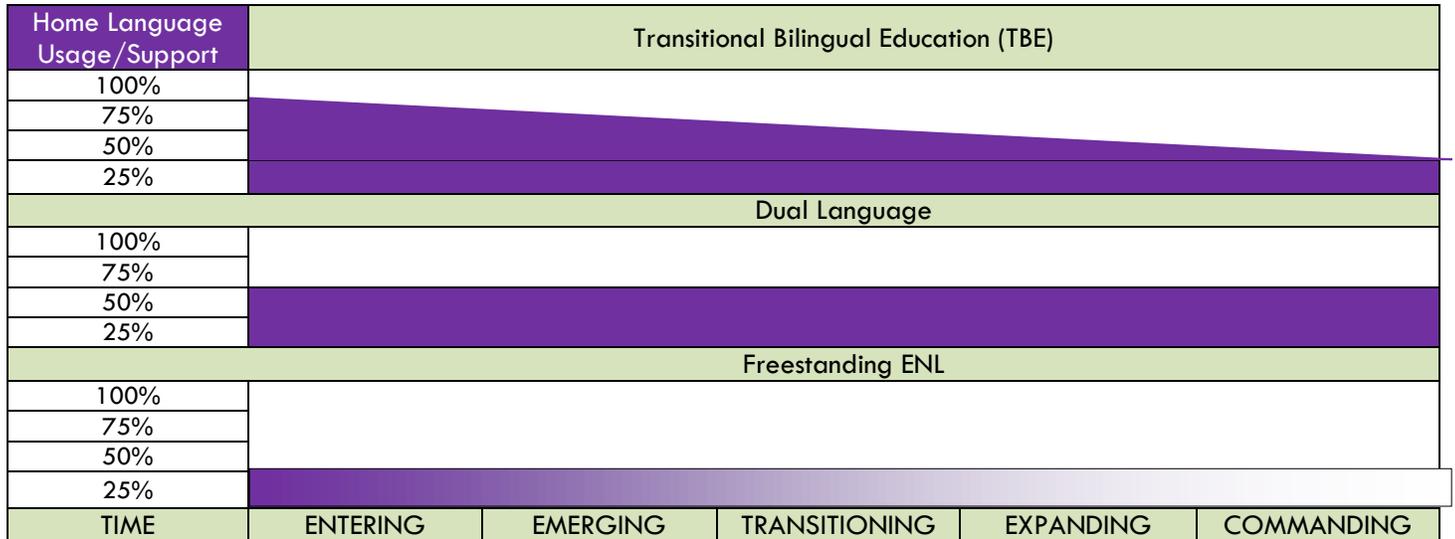


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. At PS 91, our targeted intervention programs for ELL students in ELA, math and other core content areas for Entering, Emerging and Transitioning and Expanding students are as follows: We provide an after-school program two afternoons a week for 45 minutes each day (Wednesdays and Thursdays). The program that we are offering is Imagine Learning, a program specifically for our ELL population; it is a language and literacy software program for ELL students, struggling readers, early childhood education and students with special needs. The program also provides strategic first-language support in 15 languages to facilitate and enhance ELL learning. In addition to strategic translations, the program also uses peer modeling to illustrate concepts more clearly. Same-age peers explain what words and phrases mean in rich, contextualized examples. Imagine Learning also provides scaffolded practice with front-loaded vocabulary, graphic organizers, glossary words with translations to support ELL students. In math, our school uses iReady as our targeted intervention program for ELL students at all levels. This intervention takes places two afternoons a week for 45 minutes each day (Wednesdays and Thursdays). The program offers the following: it covers the Common Core domains of Numbers and Operations, Algebra and Algebraic thinking, Measurement, Data and Geometry. Also, diagnostic questions include technology-enhanced items and assessment and instruction emphasize conceptual understanding as well as procedural fluency and reflect Common Core's focus on rigor, relevance and coherence. In this program, the tasks draw on multiple standards to ensure that students are making important connections between math concepts; content builds across grades and major topics are linked within grades. These interventions are offered in English. During our regular school day, our ELL students receive instruction in our CKLA (Core Knowledge Language Arts) and Go Math. In both programs, interventions and scaffolds for ELL students are addressed in the Teacher's Guides. ELL students participate in small and whole group discussions on a daily basis in order to improve their listening and speaking skills as well as their ability to think critically and form opinions. Our push-in ESL providers provide support during the ELA or Math period so as to meet the needs of the students in classes where the teacher is not TESL certified. A co-teaching model is used to provide Integrated ENL instruction.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. At PS 91, the effectiveness of our current program, CKLA (Core Knowledge Language Arts) in grades K-5, meets the needs of our ELL students in both content and language development in the following ways: the CKLA program is a comprehensive pre-k through 5th grade program for teaching reading, writing, listening and speaking while also building students' vocabulary and knowledge across essential domains in literature, global and American history, and the sciences. In the early grades, CKLA focuses on oral language development through carefully sequenced read-alouds as well as systematic instruction in reading and writing skills. In the upper grades, CKLA continues to advance students' knowledge and vocabulary through read-alouds and in-depth discussions while also immersing students in complex texts and advanced writing assignments that draw on the academic content that the students have been engaged with since kindergarten. In K-3, the CKLA program is broken into two strands - a Skills strand and a Listening and Learning strand - so that children can master sounds and letters for fluent decoding and encoding during one part of the day and then have additional time to build the knowledge, language, and vocabulary that are essential for strong comprehension. In grades 4 and 5, CKLA draws on students' mastery of the basics as they tackle advanced grammar, morphology, spelling and vocabulary while also being immersed in academic texts and engaged in rigorous writing across multiple genres. The CKLA program is aligned to the Common Core State Standards.
12. What new programs or improvements will be considered for the upcoming school year? At PS 91, in order to maintain consistency and alignment across grades, our upper grades 3-5 have adopted the CKLA program this year. We believe that choosing the same program for our whole school will provide the same language, concepts and ideas and allow students to build on their knowledge of language and learning from year to year.
13. What programs/services for ELLs will be discontinued and why? At this time, we are not planning on discontinuing any programs or services for our ELL students.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. At PS 91, our ELL students are afforded equal access to all school programs as we do not exclude them from any of our school programs. We will offer after school two days a week on Wednesdays and Thursdays beginning on October 1st, 2015; it will consist of 90 minutes, 45 minutes for Math instruction and 45 minutes for ELA instruction from 2:20 to 4:00 pm, ten minutes will be provided for snack time. Since we were pleased with the programs that we used last year (Imagine Learning and iReady), we will continue with those two programs that we implemented last year for our ELL after-school program.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. At PS 91, our instructional materials consist of the CKLA program for ELA and the Go Math program for Math. With regard to technology, all of our classrooms have Smart boards, teacher laptops, document cameras and desktop computers. In addition, we have laptop carts on every floor of the building making laptops accessible to all of our students in addition to a computer lab on the third floor. Our school has also purchased iPads for grades 1 and 2 and in Kindergarten, we have purchased Smart tables which allows the students to partake in games and activities. Both instructional materials and technology are used to support our ELL

students. We have purchased a research-based phonics book for our bilingual classes as well as leveled Spanish libraries in all bilingual classrooms.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

At PS 91, home language support is delivered for one period a day in our TBE classrooms. ENL support (Stand-alone or push-in ESL) is provided according to 2015 NYSESLAT and NYSITELL results in all classrooms with ELL students.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

At PS 91, we use the results from the 2015 NYSESLAT and NYSITELL to ensure that all required services/resources support correspond to our ELL students' ages and grade levels. As stated previously, we comply with the mandated minutes for Entering, Emerging, Transitioning, Expanding and Commanding categories as reported on the R-LAT, NYSESLAT Exam History Report.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

At PS 91, our ESL team meets with newly enrolled ELLs and their parents when students pre-register. At that time, we offer suggestions for preparing for school. In addition, we discuss the importance of preparing students for school with parents and give them ideas on how to talk about expectations for classroom behavior, cooperation and getting along with others, sharing and social skills. We also recommend summer reading programs at local libraries.

19. What language electives are offered to ELLs?

At PS 91, we do not offer language electives to ELL students.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not have a dual language program at PS 91.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
At PS 91, our professional development plan will address reading, which is our school's instructional focus as well as writing and language acquisition. Through this plan for all teachers at our school including teachers of ELL students, we hope to improve teaching practice in reading and writing instruction in order to raise student outcomes and close the achievement gap. We also hope to provide professional development that will address language acquisition so that all of our teachers will become familiar with the concepts, methodologies and strategies that will not only improve their instructional practice but also give them better insight in addressing the needs of all learners of the English language. As a result, independent reading and Guided Reading are expected to be evident in all classrooms on a daily basis. We have incorporated DEAR (Drop Everything and Read) into our programs for one period every day. We hope to observe teachers implementing the information that they receive during the professional development sessions on language acquisition.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
At PS 91, our academic programs, CKLA for ELA and Go Math for our math instruction is Common Core aligned. When planning, our teachers include the learning standards in their lesson plans so as to make certain that the standards are being addressed throughout their lessons. If teachers of ELL students require professional development in supporting their students as they engage in the Common Core Learning Standards, we provide support through literacy and math teacher teams and grade planning meetings. Teachers (including TBE teachers and ENL teachers) collaborate on how best to provide instruction that meets students needs and also meets the requirements of the learning standards. Our efforts are collaborative so that teachers feel supported. In addition, during pre and post observations, our administrators discuss the need for meeting learning standards in each class.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
At PS 91, our guidance counselors assist all students including ELL students as they transition from elementary to middle school. They support them in the application process for middle schools, meet with parents to explain the process and use translation services from our ESL staff and parent coordinator so that there is a clear understanding of what is expected from students and parents. They distribute information on Middle School Fairs and information sessions on how to apply to middle school. In addition, they make school announcements reminding students of upcoming information sessions, dates and locations. Translation of the information is made available for speakers of other languages.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

At PS 91, our school will meet the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual/ENL teachers as prescribed by CR Part 80. 15% of the required professional development hours will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and ENL teachers, 50% of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. On September 21, 2015, our assistant principal attended a planning session: Planning Professional Development for All Teachers Responsive to the Needs of ELLs given by the NYS/NYC Regional Bilingual Education Resource Network at Fordham University. Our school plans to meet with the ENL team to review the information received from the meeting and determine how we will meet the requirements specific to language acquisition, cultural competence and the needs of our ELL students. Using the School Professional Development Plan template, we will plan, implement, learn and evaluate by executing the following procedures: conduct a teacher survey, which will help us to establish our key topics for language acquisition and long-term goals. To begin with, our first ENL/Bilingual Teachers meeting took place on September 22, 2015, addressing the 2015 NYSESLAT results, the new terminology, student levels and scale scores and how to use them to determine small group instruction. In addition, we identified SIFE students and discussed using the LENS to identify other students who are considered to be SIFE students but who have not yet been identified as such at this time. Our meetings will take place on our PD Mondays and on Election Day. We will conduct professional development throughout the school year with a focus on language acquisition addressing the needs of ELLs. Some of our topics are as follows: An Overview of Language Acquisition, The Six Stages of Language Acquisition, Instructional Strategies at the various stages, Scaffolding/cognates/explicit vocabulary instruction/error correction, Communication Strategies for All Classrooms, Connecting Students' Background Knowledge to Content, Differentiated Instruction for English Language Learners, ELL Students are Reading Fluency in English, Research-based Practices to Increase ELL Student Achievement, Fostering Literacy Development in English Language Learners, Addressing Special Education Needs in the ELL Classroom, Supporting ELL students with Interrupted Formal Education, Increasing Academic Language Knowledge for English Language Learner Success, Increasing ELL Student Reading Comprehension with Non-fiction Text, Introducing and Reading Poetry with English Language Learners, Motivating ELL Student Readers, Music and Language Learning, Preparing ELL Students to be 21st Century Learners,

Successful Parent-Teacher Conferences with Bilingual Families, Visual Thinking Strategies for Improved Comprehension, Writing a Winning Essay. The dates for PD are as follows: 9/21, 9/28, 11/3, 11/23, 11/30, 12/21, 1/25/2016, 3/21, 4/18.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

At PS 91, our school provides annual individual meetings with parents of ELLs to discuss goals of the program (Reading and Math at separate workshops) language development progress (NYSESLAT Parent Report explaining results, test changes and levels and scale scores and how they translate into levels), language proficiency results (Emerging, Entering, Transitioning, Expanding and Commanding levels), and language development needs in all content areas (Integrated ENL and how it will address instruction in English language skills in ELA and content areas subjects). All communication with parents including memos, calendars, notices and letters are sent home in both Spanish and English. Translation is offered whenever needed by our ENL staff (See below). All pertinent information is also posted on the Parent Bulletin Board at the main entrance of the school as well as on the doors and hallways of the mini-school building in both Spanish and English. We use the School Messenger service to notify parents of school events and school closings. This service provides translation to our parents in many different languages. In addition, every member of our office staff is bilingual and therefore able to communicate with parents and assist teachers, guidance counselors and other staff members in communicating with parents. In addition, our ESL team has two members that are bilingual in Spanish and English. On every Tuesday of the school year, we have Parent Engagement time from 2:20 to 3:00 pm; during this time, teachers reach out to parents by phone or make appointments with individual parents in order to address the goals of the program, discuss individual children's progress, areas for concern and ideas for parents on how to support children at home. Discussions also include language proficiency assessment results and language development needs in all content areas. Our ESL team is available for interpretation and translation as needed during parent engagement time. On September 16, 2015, we conducted Meet the Teachers evening from 4:30 to 7:30. We provided translation in all classrooms when needed. We introduced our enrichment teachers and explained our special programs in music, chorus and band. We invited parents to take part in our parent/teacher chorus. Our bilingual ESL teacher staff provided translation for all information.

In addition, PS 91 makes ongoing attempts to work closely with our ELL parent population in a variety of ways. To begin with, on September 29, 2015, we will have our ESL parent orientation meeting. In addition, in conjunction with our parent coordinator, our Math and Literacy coaches will provide workshops for our ELL parents on the following dates: October 29, 2015, November 20, 2015, December 18, 2015. In addition, we will provide ESL classes for parents from November through May from 2:20 to 3:30; the dates to be determined. We will also provide child care services during that time giving parents the opportunity to attend.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

At PS 91, when a new ELL enrolls in our school, we inform parents of the three instructional models available in NYC, even if the preferred model is not offered in our school. Parents are shown the Parent Orientation video which is available in 13 languages. We keep records of attendance sign-ins for each day that registration took place. Our ESL staff members (Mr. Barillas Acosta, Ms. Collado-Weaver and Ms. Ball Douglas) are present at the orientation and offer translation services. During the orientation, our school also provides information on curriculum, Common Core Standards, and assessments (ELA, Math and NYSESLAT) as well as school expectations for English language learners and the goals and requirements for bilingual education and ENL (English as a New Language) programs. After being informed of the three choices, parents are presented with the Parent Survey and Program Selection Form in each parent's preferred language so that parents are able to indicate their program choice. At that time, the parents complete and signs the form and the student is placed in a bilingual or ENL class. Our parents' program selection is entered onto the ELPC screen on ATS. All Parent Survey and Program Selection forms are retained in each student's permanent record; a copy of the completed form can be provided to the parent on request.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school does not partner with other agencies or Community Based Organizations.

5. How do you evaluate the needs of the parents?

At PS 91, we evaluate the needs of our parents by adhering to the results of our parent survey. We also glean information from our teachers who speak with parents daily and express their concerns as to parent issues regarding student behavior, academics, social/emotional concerns and expectations for student homework, attendance, and progress.

6. How do your parental involvement activities address the needs of the parents?

At PS 91, our parental involvement activities address the needs of our parents by paying attention to their inquiries, concerns and questions about academic achievement and how best to support their children.

D. Additional Information

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

Paste response here:

School Name: PS 91**School DBN: 10X91**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Meridith Nasjletti	Principal		10/19/15
Patricia Mamara	Assistant Principal		10/19/15
Geormari Cruz	Parent Coordinator		10/19/15
Andres Barillas Acosta	ENL/Bilingual Teacher		10/19/15
Karen Lane	Parent		10/19/15
Anne Rodriguez/Common Branch	Teacher/Subject Area		10/19/15
Tracey Ball Douglas/TESL	Teacher/Subject Area		10/19/15
Pamela DeLuca	Coach		10/19/15
Reyna Lachapell	Coach		10/19/15
Sofia McCartney	School Counselor		10/19/15
Melodie Mashel	Superintendent		
Socorro Diaz	Borough Field Support Center Staff Member _____		
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10X91** School Name: **91**
Superintendent: **M. Mashel**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The data and methodologies that are used to assess our schools written translation and oral interpretation needs comes from the Home Language Survey which is completed at registration by each parent. Since the data indicates that the majority of our school's ELL parents are Spanish-speaking, we make certain that all of our written communication is translated into Spanish so that our parents are provided with appropriate information in a language that they can understand in a timely manner. We rely on oral interviews at the time of registration as well as the information gleaned from the Student Emergency Contact cards. In addition, we provide oral interpretation services whenever needed, such as at registration, Parent/Teacher Conferences, Curriculum Workshops and Meet and Greets, informal parent/teacher meetings, and at school assemblies, celebrations and graduations. The NYSESLAT Parent Report is also sent home in both languages so that parents are aware of how their children scored on the state English exam for language learners. Furthermore, School Messenger is utilized so that if there is a need, interpretation services are provided in any of the covered languages. With regard to parents who speak languages other than Spanish and who require written translation and/or oral interpretation, we have designated an ESL pedagogue, Andres Barillas Acosta, as our Language Access Coordinator. He attended training in 2013 at St. Francis College in Brooklyn, NY. The training prepared him to support our school in monitoring our parents' language needs; it has also helped him to identify school staff who are qualified and available to provide interpretation assistance. In addition, he will be trained on how to allocate funding to provide language assistance if needed and also learn how to inform parents of the availability of language assistance services. Using the information from the RHLA report (Home Language Report), it is evident that our population is predominately Spanish speaking with a small group of (20) students from Bengali speaking families. Therefore, we will rely on our Spanish bilingual pedagogues to support our Spanish speaking student/parent population. We will contact the Translation and Interpretation Unit for support for our second biggest population of non-English speakers if needed so as to ensure that our Bengali-speaking parents are fully informed.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The major findings of our school's written translation and oral interpretation needs are gathered from the Home Language Survey. We have reported these findings at the School Leadership Team meetings, Parent Association meetings, and the Title I Parent meetings. Therefore, the school community is kept informed of the latest information regarding our school's ELL population. Parents are informed of the percentage of our ELL population attending PS 91 as compared to the total population of the school. Presently, our school ELL population consists of 26% of our total school population, or 289 ELL students. Our school's languages other than Spanish is as follows: English (304 Bengali (20 families), French (3), French-Haitian Creole (1), Fulani (1), Gujarati (1), Hausa (1), Portuguese (1), Spanish (422), Vietnamese-Chinese (2) and Albanian (2), and Yoruba (1).

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents that our school typically disseminates every year that require translation are as follows: calendars (distributed monthly), homework sheets (distributed weekly), Parent/Teacher conference day/evenings (September 17, 2015, November 5, 2015, March 3, 2016), official holidays throughout the school year, after-school program for ELL students (October 7, 2015) flyers announcing ESL parent classes, curriculum workshops in Math and English Language Arts as scheduled by the Parent Coordinator, New York State testing dates as indicated in the testing calendar and any letters from administration to parents. Written translation services are provided by a highly qualified in-house certified pedagogue who is bilingual and has the ability to translate documents into Spanish in a timely manner so that ELL parents receive information at the same time as the non-ELL parents. If there is a need to translate parent letters into a language other than Spanish, we will contact the Translation and Interpretation Unit of the DOE in order to provide the necessary information for parents who speak languages other than Spanish and who request written translation. If the Translation and Interpretation Unit services are unavailable, we would contact an outside vendor to provide written translation if necessary.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our school will have formal face-to-face meetings with parents throughout the school year such as Parent-Teacher Conferences on the following dates: September 17, 2015, November 5, 2015, March 3, 2016. As for any anticipated informal interactions with an attendance teacher (bilingual) or guidance counselor, we request a pedagogue (A. Barillas Acosta, S. Collado-Weaver) from our ENL team or a bilingual school secretary to translate for parents. We also suggest that parents bring a family member or friend to the meetings so that the parent feels comfortable and confident. As for phone calls, our guidance counselors request translation from one of our bilingual pedagogues so that all information is clearly disseminated.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school will meet the identified interpretation needs indicated in Part B by contacting the Translation and Interpretation Unit for over-the-phone interpreters or request on-site interpreters provided by an outside vendor or in-house by school staff depending on the requests made by parents and with whatever it is they feel most comfortable.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our school will ensure that all staff members such as the parent coordinator and other key school-based personnel are aware of how to use translation services and over the phone interpretations services by receiving training from the Translation and Interpretation Unit. We will ensure that they are aware of the

language access requirements and resources available to support these requirements. In addition, each parent whose primary language is not English and who requires language assistance will receive a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation. A posting describing and explaining the interpretation services available will be located at the primary entrance of the school on a bulletin board that is specifically used for parent information and in the front entrance of the mini-school building. Also, a multilingual Welcome Poster will be posted in the school entrance, and a language identification guide for school staff will be provided as well as information on how to access an over-the-phone interpreter.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school will fulfill parental notification requirements for translation and interpretation services as per Section VII of Chancellor's Regulation A-663 by posting all pertinent information such as phone number for language assistance from the Translation and Interpretation Unit (718-752-7373). In addition, our school will post the over-the-phone interpretation services number in our main vestibule, in our mini-building entrance and on our parent bulletin board.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school will use the information gleaned from the Home Language Survey in order to determine language preferences. In addition, in order to gather feedback from parents on the quality and availability of services, we will refer to the parent survey. This information will help us determine our parents' needs and how/if they are being met in a timely manner.