

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **10X291**

School Name: **P.S. 291**

Principal: **CARLOS VELEZ**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 291 School Number (DBN): 10X291
Grades Served: K – 5
School Address: 2195 Andrews Avenue
Phone Number: (718) 563 – 0776 Fax: (718) 563 – 1499
School Contact Person: Carlos Velez Email Address: Cvelez1@schools.nyc.gov
Principal: Carlos Velez
UFT Chapter Leader: Elizabeth Martinez
Parents’ Association President: Analdo Ferreira
SLT Chairperson: Pashka Vulaj
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Analdo Ferreira
Student Representative(s):

District Information

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

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director’s Office Address: 1230 Zerega Avenue Bronx NY 10462
Director’s Email Address: JRuiz2@schools.nyc.gov
Phone Number: (718) 828-7776 Fax: (718) 828-3113

Section 2: School Leadership Team (SLT) Signature Page

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

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

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP 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.

PS 291 is an elementary school serving kindergarten to fifth grade students in University Heights section of the Bronx. Our student enrollment is 701 pupils, 87% Hispanic, 10% African American, 1% Asian and 1% White. Our percentage of special education students is 16% and English Language Learners is 25%. Our school mission is to create an environment which is child centered and nurturing, recognizing the cultural diversity of our community. In partnership with our students, parents, staff and community, there is the belief that all students can meet high standards of excellence and challenge. We believe that the role of the school and the home is to provide a climate that enhances the student's cognitive, creative and social growth, thereby increasing the child's potential for success. Our school culture is an important characteristic of our learning environment. According to our recent quality review, we received a well developed (area of celebration) for quality statement 3.4 (School Culture): establish a culture for learning that communicates high expectations to staff, students and families and provides supports to achieve those expectations . According to our Teacher and Parent Survey reports, we consistently score very high in the area of school environment. Our positive school culture carries over to our teacher teams. One strength in our building is the collaboration within our teacher teams. Our teams work together to create lessons, goals for students, and assessments that ensure that all of our students meet their learning objectives. We have weekly professional development, common planning meetings, a literacy coach, a math coach, school building leader mentees and staff developers to support each other in reviewing and refining our curriculum. At PS 291 we have many collaborative partnerships that support student achievement and growth. Our main collaboration is with Lehman College. We have supervised their student teachers for the past fifteen years. The student teachers receive mentoring, support and professional development from our teachers. Our Lehman College liaison, Nancy Dubetz, collaborates closely with school administration. She provides updates on teacher certification, NYS education initiatives, ESL and bilingual education mandates and staff recruiting.

Our English Language Learners in bilingual classes or free standing ESL classes need support in achieving the CCLS. In particular, we will focus on two subgroups: students whose entry to NYC public schools is less than 3 years and/or our long term ELL students. Our newcomer ELLs need to acquire the English language. Our long-term ELLs need to develop a deeper understanding of text read, increase academic vocabulary and build reading fluency and stamina. Teachers will gather and analyze data for these students in order to inform instruction to best support their academic needs. This will be accomplished by creating structural models to support continuous academic growth and continuous professional development for teachers who support our ELL population. Our special education students who receive related services are making academic progress. The small group instruction is helping them approach grade level proficiency in reading and math. Our students in self-contained special education are making some gains, but are still struggling with reading comprehension and higher level mathematical reasoning.

The Framework for Great Schools Element – Collaborative Teachers is where we made the most progress this past school year. All teachers presented professional development on a topic of their expertise. Two teachers partnered up and created a professional development session to present to their colleagues. They reviewed their own observational feedback to determine an area of strength in their teaching. This was then their topic for PD. They presented to the staff, offered feedback, and received feedback from their colleagues. As a school, this addressed Domain 4: Professional Responsibilities. This school year, our focus will be Domain 4c: Communicating with families – Engagement of families in instructional program. The teachers will use their prior experience of presenting PD to collaboratively create interactive hands-on workshops for parents to engage with the curriculum. This will help parents better support their children at home.

10X291 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	694	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	98.5%	% Attendance Rate		91.4%
% Free Lunch	98.4%	% Reduced Lunch		1.0%
% Limited English Proficient	24.6%	% Students with Disabilities		16.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		10.8%
% Hispanic or Latino	87.3%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	1.0%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		8.54
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	18.0%	Mathematics Performance at levels 3 & 4		30.8%
Science Performance at levels 3 & 4 (4th Grade)	78.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- During the November 2014 Quality Review, our rating showed that our instructional core ensures engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners, and that alignment to the common core learning standards is proficient (1.1). We will continue this practice and focus on the learning shifts.
- PS 291 currently uses CKLA in grades K-2 and Expeditionary Learning in 3-5 for rigorous ELA instruction.
- o High Standards using the CCLS are set in all classrooms with a focus on instruction that is motivating to all students as well as developing critical thinking skills and ensuring the development of active student engagement.
- o Curriculum is challenging, engaging and aligned across grades, and classes are well defined with clear expectations for student success.
- o Curriculum is clear, well structured, and encourages students to build and apply knowledge.
- o Classrooms are interactive and encourage students to build and apply knowledge.
- Our school strengths are:
- o Creating a coherent progression of skills within the standards from grade to grade so student reading and writing knowledge *and skills* build on previous learning as foundations for ELA concepts taught in earlier years and to build toward the later years.
- o Balancing Informational and Literary Text.
- o Students build knowledge about the world through text.
- o Students read the central, grade appropriate text around which instruction is centered. Teachers create more time and support in the curriculum for close reading.
- o Creating a coherent progression of skills within the standards from grade to grade so student reading and writing knowledge *and skills* build on previous learning.
- o Using a common language and building a shared understanding of high-quality instruction, which enhances our educators’ ability to communicate and align resources across the school
- Our School needs: *This information has been determined by looking at formative classroom data across subjects and deep analysis of grades 3-5 ELA 2014-2015 summative data.*

o To continue providing students with reading and writing experiences grounded in evidence from text both literary and informational and building on necessary vocabulary to access grade level complex texts across the grades.

Part 2 – Annual Goal

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

- During the Academic 2015-2016 school year, the progress of our level 1 and 2 students will increase in Literacy
 - o Evidence-based and Vocabulary Summative Mid and End of Unit Assessments in ELA will improve by 1-2% by February.
 - o Evidence-based and Vocabulary Summative Mid and End of Unit Assessments in ELA will improve by 3-5% by the end of the year.

Part 3 – Action Plan

<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 Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Through the use of CKLA and Expeditionary Learning we will measure impact of writing grounded in text.</p> <p>o Professional development will include text based questioning, looking at student work to norm formative assessments and revise rubrics, developing effective, actionable feedback, and using data to adjust curriculum and drive instruction. (reflect, refine and re-teach)</p> <p>Digital tools, such as computers, smart board and ipads, will be used for both remedial help and enrichment in classrooms and during lunchtime in the cafeteria.</p> <ul style="list-style-type: none"> • Item Analysis of school wide NYS ELA test data will be analyzed, both as a teacher reflection tool and as a way for teachers to refine their practice with their current students. 	<p>All Students K-5</p>	<p>Sept. 2015- June 2016</p>	<p>K-5 Teachers, AIS Providers, Paraprofessionals, Related, Instructional Coaches</p>

<p>Teachers will scaffold for students with high-need by focusing on the learning progressions in literacy and mathematics to show measurable progress.</p> <ul style="list-style-type: none"> o In addition, students with high-needs and those who need enrichment have the opportunity to participate in after-school and Saturday academy. o Classrooms also receive AIS to continue working with high-need students. o Multiple entry points: Including technology, small group instruction and conferring. (1-1) o Teachers will provide effective feedback that is actionable and measurable 	<p>All Students K-5</p>	<p>Sept. 2015- June 2016</p>	<p>K-5 Teachers, AIS Providers, Paraprofessionals, Related, Instructional Coaches</p>
<p>Parents will receive notifications, which inform them of the progress of their children every 6-8 weeks based on current units of study. (Translated into Spanish)</p> <p>Parents will be invited during Parent engagement Tuesdays to address any concerns and to guide parents through the process and expectations for students.</p> <p>Parents will be invited to monthly curriculum based hands-on workshops with their child where they will be coached on ways to support their children at home.</p> <p>Through out the academic year, parents have access to the Parent Coordinator to help with parent-teacher communication.</p> <p>Monthly parent newsletters, which indicate the student learning objectives. (Translated into Spanish)</p> <p>Reading logs customized by grade will be sent home to increase parent involvement with students' reading progression of skills.</p> <p>Teachers will meet twice a month to reflect upon both student discipline and parent contribution to students reading at home by looking at these reading logs at the grade and the class level. The amount of time students read will be increased during the year to improve stamina.</p>	<p>Parents</p>	<p>Nov 2015 Mar 2016 June 2016 And as needed</p>	<p>School Community</p>

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 funding for after school programs

Per Session funding for Saturday Program

MyOn individual online reading Program (K-5)

DRA2 Online Management System (K-5)

Student workbooks for After school Program & Saturday Program

Ipads, classroom computers, Smart-boards (new purchases & maintenance)

Literacy Curriculum & supporting materials (Resources K-5)

CKLA, Expeditionary Learning, Book of the Month, Classroom Libraries

Fouth grade push-in Teacher

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

o Teachers will submit mid-unit and end of unit data for December 2015 and January 2016. Teachers will work in collaboration with coaches and AIS providers to monitor progress of level 1 and Level 2 students in order to reflect upon and refine practice. Is there a decrease? What are the next steps?

Part 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.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
N/A

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 1, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
N/A

Part 3 – Action Plan

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: <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 in order to support their children at home. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

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.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

At PS 291 we have a structure for continuous professional development with our staff. Our school holds weekly professional development where staff participates in tiered activities based on teacher needs and student data trends. Our professional development topics include student questioning, differentiated student activities, effective feedback, curriculum adjustment and alignment, student learning goals, literacy centers, fluency/application in mathematics, and citywide expectations. According to our November 2014 quality review, our school received a proficient rating in quality review statement 4.2: *Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.* During professional development, the entire school community is available at the same time, thus allowing us to expand the participants. For example, K-2 teachers, 3-5 teachers, K-5 classroom teachers, AIS teachers, other teaching personnel, experienced teachers mentoring new teachers, etc. Our focus this year will be developing deeper quality discussion skills among students.

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

By June 2016, 100% of staff will have participated in a teacher-led professional development session or learning committee in order to increase “effective” or “highly effective” classroom practice observation ratings with the goal of increasing student ELA performance as measured by percentage of students scoring at levels 3 and 4.

Part 3 – Action Plan

<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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Weekly professional development (80 mins) • Weekly grade meetings/content area meetings (50 mins) • Vertical planning (K-5) • Teacher focused PD based on Danielson Feedback (student questioning, accountable talk, student engagement, student self-monitoring of learning, differentiated instruction) • Distribution of current professional readings for best practices • Student focused PD based on school wide-data, NYS testing Data, periodic assessments (text-dependent questioning, academic vocabulary, rigor, fluency/application in math, text-dependent writing responses) • Teacher led professional development to build capacity within school 	<p>K-5 teachers, AIS providers, Cluster teachers, Paraprofessionals Related service providers, Coaches, staff developers,</p>	<p>Weekly September 2015 – June 2016</p>	<p>Literacy Coach Math Coach Staff Developers School Leaders School Building Leader Mentee</p>
<ul style="list-style-type: none"> • Our bilingual classes and some ESL classes have Lehman College student teachers • Our ESL teachers and Special Education teachers work collaboratively with their grade teams • Our Special Education team meets monthly • We have an onsite ESL coordinator and IEP teacher to offer support as needed 	<p>K-5 teachers, AIS providers, Cluster teachers, Paraprofessionals Related service providers, Coaches, staff developers,</p>	<p>September 2015– June 2016</p>	<p>Literacy Coach Math Coach Staff Developers School Leaders IEP Teacher ESL Coordinator</p>

<ul style="list-style-type: none"> • OTPs who work closely with SWDs and collaborate with SBST staff to develop and revise student IEPs 			
<ul style="list-style-type: none"> • Teacher teams create monthly parent newsletters which indicate the student learning objectives (translated into Spanish). • Frequent parent letters sent home through the CKLA program to update parents on student units of study objectives • Grade-customized reading logs for parents to monitor and support student reading at home. This also provides accountability of home reading assignments for both student and parents • Parents will be invited to monthly curriculum based hands-on workshops with their child where they will be coached on ways to support their children at home. 	K-5 classroom teachers Science teachers	Monthly September 2015 – June 2016	School Leaders

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 funding for after school programs Per Session funding for Saturday Program Summer Planning Institutes Per Diem Substitute Teachers After school planning sessions Saturday planning sessions Off-site Professional Development Professional Development Materials (Professional literature, copies, consultants)</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>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.</p> <p>Our school wide mid-year assessment data (ELA) is due on January 29, 2016. The school cabinet will meet to analyze the student data trends. They will look for evidence to determine teacher professional development by analyzing student work samples, student assessments, ELA test simulation data, etc. Half of all teacher observations will be completed. Administrators will review the dashboard reports in Advance to determine next steps for teachers.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
N/A

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 1, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
N/A

Part 3 – Action Plan

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: <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. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

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.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

At PS 291, we strive to create a welcoming environment for families and take advantage of community resources to enrich the cultural and civic life of the school. Parent communication and involvement are very important. The parent coordinator, the community assistant, and the guidance counselor all work together to invite parents into the school and provide translation services for parents. Some of our parental involvement includes: parents invited to take part in celebrations, communication with parents via school calendar and grade specific news letters, Tuesday meetings for parents with their child’s teacher, parent workshops that target specific needs and interests, the Global Connect phone system, and our school website. A showcase event we conduct every spring and take great pride in is our Cultural Diversity Day. Classroom teachers will poll students to choose a favorite country, then sign up to present music, dance and interesting facts about the country they’ve chosen. The celebration takes place in our schoolyard and parents and family are invited. We are continuing our arts program in our school. We have an on-site art teacher, we offer the Project Arts after school program, Dream Yard theater classes in kindergarten and Dancing Classrooms program for fifth grade students. We have also cultivated many community partnerships such as Good Shepherd After School Services and Good Shepherd Family Counseling Services. LINC (Literacy Inc.) partners our students with University Heights senior citizen center where our students read books to the seniors. LINC also coordinates 8th graders from PS/MS 15 to read to our first graders. The Bronx Zoo Tiger Program encourages our students to read books, and the student who reads the most wins a free pass to visit the Bronx Zoo. Health First provides health insurance for families, and NY Cares Winter Wishes fulfills students’ Christmas wish lists. In addition, we take part in Home Depot craft projects, City Harvest Holiday food drive, St. Jude Mathathon fundraiser, ALZ Walk, Autism Awareness, Toys for Tots, clothing donations and Ronald McDonald House. We also host the Lehman College student teacher program, other extracurricular programs, and the PTA (Parent Teacher Association). Our student attendance rate is 92.3%. We have not suspended any students during the 2014-2015 school year.

According to the 2014-2015 data, 93% of our parents took the School Survey. Over 90% of our parents strongly agree/agree that the school makes it easy for parents to attend meetings by holding them at different times, providing an interpreter, or in other ways. Over 90% of our parents strongly agree/agree that the school keeps them informed about their child’s academic process. Over 90% of our parents report that they are very satisfied/satisfied with the response they get when they contact our school. Over 90% of our parents are satisfied with the education their child receives at PS 291. In addition, over 90% of our parents would recommend our school to other parents. These high percentages are indicators of the trust and respect the parents have for our school leaders, teachers, and staff.

An area of need in our school is encouraging more parents to attend parent workshops. We surveyed the parents and were informed that we need to offer workshops at a variety of times and provide childcare services. This year, we decided to make most of the workshop hands-on learning activities. Parents will work with their child during the workshop to learn strategies to support them at home. By increasing parent attendance for workshops, we should see improvement in student achievement due to enhanced parent support.

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

By June 2016 student proficiency will increase in ELA performance of level 3 by 3% with the increase in parental involvement with academics at home.

Part 3 – Action Plan

<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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Parent/Community Workshops to be Presented :</p> <ul style="list-style-type: none"> • Classroom teachers – curriculum (literacy, math, test sophistication), classroom procedures, grading policies, etc • Technology teacher - MyOn, internet safety • Guidance Counselor – behavior strategies, middle school application process and recommendation letters for specialized middle schools , kindergarten orientation • Coaches – ELA/Math State exam, curriculum • Parent Coordinator – helping your child succeed at school, attendance issues • Principal – school wide expectations 	<p>Parents</p>	<p>August 2015 – June 2016</p>	<p>Parent Coordinator Guidance Counselor Principal Teachers</p>
<ul style="list-style-type: none"> • SBST team – IEP goals and classroom modifications, support services. This team will focus on the UDL strategies of multiple means of representation, action and expression, and engagement. This way, teachers present information in different ways, stimulating interest and motivating students for learning—not only for our ELLs, SWDs, and SIFE and STH populations; but also for <i>all</i> students. 	<p>Parents</p>	<p>August 2015 – June 2016</p>	<p>Parent Coordinator Guidance Counselor Principal Teachers SBST staff</p>

<ul style="list-style-type: none"> • ESL coordinator – acquisition and strategies they can use at home. • Speech teacher – speech and language development 			
<p>We are offering the workshops at various times and providing free childcare services during the workshops. The workshops will have hands-on learning activities for the parents to complete with their children. During professional development, we will provide opportunities for parents to network with each other, based on children in same class, special needs parents, ELL learners. This activity will help parents develop their own support networks outside of the school.</p>	Parents	August 2015 – June 2016	Parent Coordinator Guidance Counselor Principal Teachers Community Assistant School aides

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>Provide School Aides for child care services</p> <p>Refreshments for Parent Workshops</p> <p>Take home materials for parents (Read aloud books, workbooks, math manipulatives, math literature)</p> <p>Computers, laptops, and other forms of multimedia, itunes apps</p> <p>Workshop resources: handouts for reading, Smart boards, writing supplies)</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p> <p>The Parent Coordinator will check the attendance sign-in sheets for workshops to determine how many parents are attending. If attendance falls below our targeted goals, she will reach out to parents via newsletters and Global Connect Phone system to encourage more participation.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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)	<ul style="list-style-type: none"> • DRA reading levels • NYS ELA assessment • RTI • School wide assessments • ELA School Net assessment • Teacher recommendation 	Guided Reading Small Group Instruction (guided writing, close reading, test prep) Project Ram Project Merit Kindervention Literacy Program CKLA Remediation Component Leveled Literacy Intervention program	Small Group Small group Small Group Small Group Small Group Small Group Small Group	During School During School 50 minutes After School Saturday During School During School During School
Mathematics	<ul style="list-style-type: none"> • NYS Math assessment • RTI • School wide assessments • Math School Net assessment • Teacher recommendation 	Go Math Remediation Project Ram Project Merit Guided Math Groups Math Games through Technology	Small Group Small Group Small Group Small Group Individual	During School After School Saturday During School During School
Science	<ul style="list-style-type: none"> • School wide assessments • Science Periodic assessment 	Guided Reading teachers utilize science themed non-fiction books to support reading	Small Group	During school day

	<ul style="list-style-type: none"> • Teacher recommendation 	strategies and science content		
Social Studies	<ul style="list-style-type: none"> • School wide assessments • Teacher recommendation 	Guided Reading teachers utilize social studies themed non-fiction books to support reading strategies and social studies content	Small Group	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Teacher recommendation • Parent recommendation 	Counseling Social Worker/Guidance Counselor	Individual and/or Small Group as needed	During School

Section 7: Title I Program Information

Directions:

- 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>Our teachers are all fully licensed . Approximately 75% have an average of nine or more years teaching experience in this school. We have a high retention rate with our staff. We believe the high retention rate is due to certain structures we have in place in our school. For example, our teachers work collaboratively with their grade level colleagues in addition to meeting with support staff and AIS service providers. Our school offers weekly professional development to enhance teacher pedagogy. By carefully calibrating the professional development offered throughout the year, we aim to ensure that teachers become highly qualified by achieving and surpassing their NYS mandated professional development hours. Approximately 95% of our teachers are highly qualified. We also focus on team building and school spirit. For example, we work together as a school to support certain charities, such as St. Jude children's hospital and the Alzheimer Foundation. We come together as a staff to support breast cancer research, autism awareness, and anti-bullying campaigns. For these initiatives, we all dress alike to show our support. The staff participates in celebrations with the students, such as Halloween parties, Cultural Awareness Day and academics-related classroom culminating activities. This level of camaraderie and cooperation helps keep our staff retention high.</p> <p>Our special education teachers are fully licensed and have nine or more years teaching experience. They work collaboratively with the general education teachers to plan instruction that will support this population. Our school offers weekly professional development to enhance teacher pedagogy. Our bilingual and ESL teachers work collaboratively with each other in addition to their grade level colleagues.</p> <p>We strategically place teachers into their programs based on licenses, Masters degrees, and experience. We created programs that we felt would benefit the school such as our Art Program, Technology, Science clusters and AIS providers.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>To ensure high quality and ongoing professional development we will:</p> <ul style="list-style-type: none"> • base weekly opportunities for all staff to participate in rigorous professional development on staff-submitted requests and cabinet-level data analysis in order to actively support teacher growth,

- increase student experience of rigorous instruction
- increase opportunities for teachers’ collaborative discourse and planning.
- ensure teachers’ deep understanding of the components of Danielson’s Framework for Teaching
- provide support to teachers through frequent classroom visits, actionable feedback, coaching and professional development, and
- provide our new teachers with two periods a week of mentoring with experienced mentors.

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section 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	635,841.00	X	Section 5A Section 5C Section 5E
Title II, Part A	Federal	156,997.00		
Title III, Part A	Federal	18,392.00	X	Section 5C
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,627,668.00	X	Section 5A Section 5C Section 5E

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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

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

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

PS 291, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Teach classes interesting and challenging lessons that promote student achievement.
- Endeavor to motivate the students to learn.

- Have high expectations and help every child to develop a love of learning.
 - Communicate regularly with families about student progress.
 - Provide a warm, safe and caring learning environment.
 - Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades K-2 and 60 minutes 3-5).
 - Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
 - Actively participate in collaborative decision making, consistently work with families and school colleagues to make our school an accessible welcoming place for families.
 - Respect the school, students, staff, and families.
 - Provide necessary assistance to parents so they can help their child learn.
2. Hold parent-teacher conferences four times a year during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress. This information will be disseminated during Parent/Teacher Conferences or during weekly Parent Engagement Meetings:
- Report cards, NYS Testing Data results
 - Math progress report
 - Reading progress report (DRA levels and goals)
 - Attendance report
 - SchoolNet (3rd – 5th grade)
 - IEP progress report for each goal
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
- Parents can set up appointments with their child's teacher by contacting the Parent Coordinator
 - Teachers will meet with parents during Tuesday Parent Engagement sessions
5. Provide parents opportunities to volunteer and participate in their child's classroom activities, as follows:
- Attend class trips
 - Complete clerical work at the Main Office.

- Sit in their child's classroom and observe the Literacy and Mathematics workshops.

- Attend classroom celebrations

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

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

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

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

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

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

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

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

Parent/Guardian Responsibilities:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-2 and 30 minutes for grades 3-5).
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.

- Respect the school, staff, students, and families.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, and the School Leadership Team or other or policy groups.

Other discretionary activities:

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

Student Responsibilities:

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

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

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>Public School 291</u>	DBN: <u>10X 291</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>72</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> 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 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>3</u>
of content area teachers: <u>2</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: _____ The Title III funds at our school will be used for after school student instruction per session activities. The instructional program will provide support in literacy and English language acquisition, second language skills, and mathematics. The workshop model will support the program by providing instruction in English. The program will focus on grades K – 5 as an extended afternoon program. Each teacher/class will have approximately 10-15 students each. The students will be flexibly grouped based on NYSESLAT results and teacher assessments and recommendations. The total number of students to be serviced is anticipated to be 76 students. Teachers will meet to group students by strengths and needs. Materials will be selected collectively with the Assistant Principal and literacy coach as the lead teacher. Planning and designing activities will be created collaboratively and implemented by all teachers with a focus on differentiated instruction, language acquisition and comprehension. Materials will be made available to all classes. _____

The teachers will be using Empire State NYSESLAT ESL/ELL and trade books. We will also incorporate the use of iPads to further engage and enhance student learning. All grade levels kindergarten through fifth grade will have workbooks for all students. The classes will be held on Wednesdays from 3:30pm to 5:30pm starting in early October 2014 , for a total of 15 sessions. _____

Our Saturday program will provide support to our second grade students. Our ELLs in second grade will meet for three hours (9:00 – 12:00) for approximately 15 Saturdays. A collaborative approach will be used to ensure that our students are receiving individualized targeted instruction. Students will be split into smaller groups to ensure that they are receiving guided instruction to meet their Developmental Reading Assessment goals. Students _____ The program will be lead by a licensed bilingual teacher in partnership with a common branch teacher. The team will work and plan together in order to ensure that students are supported for the entire duration of each session. _____

Part C: Professional Development

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

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

Begin description here: _____ We as a school place a great emphasis on on-going staff development so as to provide a strong academic foundation. Classroom teachers are offered common preparation periods to facilitate teacher articulation and professional development. Our school is supported by on site literacy and mathematics staff developers; lab sites; private consultants. The new structure in place that provides dedicated professional development every Monday will facilitate teacher development in the ELL instruction. With this year's focus on "Common Core Learning Standards" and "DOK" we will continue with an emphasis of examining student work and how to effectively reach our ELL students. The objectives to be accomplished will be to modify the units of study for reading and writing, improving the skill of conferring with students, developing differentiated lessons to address all sub groups with a focus on our ELL students, increasing the academic rigor to meet state standards as well as providing teachers of grade K-5 with ongoing staff development and support in implementing a _____

Part C: Professional Development

more rigorous instructional program the challenges our students to reach state standards. Un Tenured teachers have been assigned a senior teach as a mentor to assist and model effective instruction. Four Professional Development sessions are planned to ensure that a cohesive plan of action is established. All teachers working the afterschool as well as the Saturday Academy will participate. The PD sessions will be lead by our Literacy Coach as well as the Academic Intervention Services Team Leader. The participants will received Pd support in Guided Reading strategies as well as using the knowledge of subject matter and students to design, plan and scaffold differentiated activities for the varying levels of the learners. Lessons will incorporate appropriate guided questions and hands-on instruction. Teachers will be able to plan with the long term goals in mind while scaffolding their students current goals.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ We have historically had excellent participation in workshops, meetings and activities. Parents are attending workshops on, adult education classes and curriculum training classes. We conduct on-going parent workshops on varying topics such as "Selecting the right book for your child", "Helping your child with his homework", "Story Telling", "State ELA, Math and NYSESLAT support". The Parent Coordinator is very active and parents seek her out for assistance. We survey our parents as to what areas they would like workshop on. Workshops are conducted by our teachers, purchased vendors guest from organizations and DOE central staff. Parents are notified at parent meetings and through written correspondence. All notifications and correspondence with parents are translated to Spanish. Our office staff is bilingual and there is always a bilingual member available to assist our parents

Parents will participate in workshops that will provide specific strategies as to:

How to better support language development of the students?

What questions could we ask students to foster text dependent answers?

Why are levels of DRA & Lexile important to understand? Language development and reading levels in the community school.

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<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 291
School Name PS 291		

B. Language Allocation Policy Team Composition

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

Principal Carlos Vélez	Assistant Principal Giovanna La Pietra, Patty Vulaj
Coach Krystal Ilarraza	Coach Lesley Rivera
ENL (English as a New Language)/Bilingual Teacher Anna Ciani	School Counselor Rafael Sandoval
Teacher/Subject Area Elizabeth Martinez	Parent Analdo Ferreira
Teacher/Subject Area type here	Parent Coordinator Ada Rodriguez
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Melodie Mashel	Other (Name and Title) type here

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	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	5	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	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	0
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]	3	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (excluding pre-K)	683	Total number of ELLs	165	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	<input checked="" type="checkbox"/> 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 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

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 type="checkbox"/>	No <input checked="" 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										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	165	Newcomers (ELLs receiving service 0-3 years)	155	ELL Students with Disabilities	8
SIFE	5	Developing ELLs (ELLs receiving service 4-6 years)	10	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	61	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	94	0	6	10	0	2	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish	7	16	21	17										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	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	21	21	0	7	32	21								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1			1									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)	5	3	7	4	3	3								0
Emerging (Low Intermediate)	2	6	1	2	1	1								0
Transitioning (High Intermediate)	3	6	5	5	3	0								0
Expanding (Advanced)	19	6	15	17	11	12								0
Commanding (Proficient)	0	1	2	5	11	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	1	0								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	0	1	2	3	10	12								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	18	5	3	1	0
4	9	11	3	0	0
5	15	1	0	0	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	7	2	13		4		4		0
4	6	1	9	1	6	1	3		0
5	8	2	9		0		0		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	2	0	7	1	12	1	2	1	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)	8	10	2	0				
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.

Our school uses DRA to assess literacy skills. There are 162 students who are English Language Learners currently enrolled in our school. Of these students, 152 are 0 to 3 year ELLs and 10 students are 4 to 6 year ELLs. 149 of our ELL students fall in levels 1 & 2 of the DRA benchmarks. 13 of our ELL students fall in levels 3 & 4 of the DRA benchmarks. Upon review of our data, we conclude the following:

 - The majority of the students are progressing as they should as per their years of service.
 - We have approximately 3 students who have been receiving 4 to 6 years of services and are not progressing as their peers, however, these students have IEPs due to their special needs.

Based on this data, we noticed that the 3 to 6 year ELL's needed additional support in the areas of reading and writing. To this end, we adopted the Core Knowledge program which emphasises phonemic awareness, grammar rules, vocabulary building, sight words, and reading comprehension for grades K to 2 and we adopted Expeditionary Learning Program for grades 3 to 5. Our teachers continue to differentiate instruction through guided reading and small group instruction/support.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

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

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

 - In the last few years there has been a steady decrease in the number of English Language learners, however, in the last two years, this number has stabilized.
 - The majority of students who are falling in the beginning level of NYSESLAT are new comers to our school/country (0 to 3 years of ELL service). This former Beginning level is now referred to as Entering as per the new state guidelines.

- Students who have remained in our school are showing adequate growth on the NYSESLAT and eventually scoring proficient (only 10 students fall in the 4 to 6 years of ELL services category of which 2 of these students are in self contained Special Education classes). This former Proficient level is now referred to as Commanding as per the new state guidelines.

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

The AMAO tool breaks down student strengths and weaknesses on an individualized basis. It allows us to support the students in their areas of weakness while continuing to challenge them on their areas of strength. Teacher's use this data to differentiate instruction for students.

The AMAO data reveals the following:

- The number of ELLs who scored at or below 25th growth percentile and scored at level 1 or 2 on ELA - 0 students
- The number of ELLs who scored at or below 25th growth percentile and scored at level 1 or 2 on Math - 1 student
- The number of ELLs with at-risk level 3 or 4 - 15
- The number of ELLs with at-risk level 5 or greater - 9
- Many students identified as at risk had attendance histories under 90%
- Most students who took the NYSESLAT in Spring 2015 were 1 to 3 questions away from scoring at the next proficiency level
- The number of ELLs in years of service 5 or 6 - 10 students.

- AMAO 1 (Student made progress)

K - to be tested in Spring 2016

1 - First time testers in K: AMAO 1 will be determined in Spring 2016 - 1 hold over student made progress

2 - 2 students

3 - 3 students

4 - 4 students

5 - 8 students

The data reveals that the majority of students maintained their NYSESLAT level from the prior year.

- AMAO 2 (Student attained proficiency)

K - to be tested in Spring 2016

1 - 0 students attained proficiency

2 - 1 student

3 - 2 students

4 - 5 students

5 - 11 students

4. For each program, answer the following:

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

The patterns that we see across grades are as follows:

- 15% of our students scored in the entering level of the NYSESLAT. 8% of our students scored in the emerging level of the NYSESLAT. 14% of our students scored in the transitioning level of the NYSESLAT. 50% of our students scored in the expanding level of the NYSESLAT. 13% of our students achieved proficiency on the NYSESLAT.

-The students scoring in the beginning levels of the NYSESLAT in the upper grades are new comers.

- As students move from one grade of formal instruction to the next, they are making adequate progress in their language acquisition.

- Students taking exams in their native language are scoring level 1 in math and science. These students are entering the NYC public school system academically below their enrolled grade level. Some have not had formal education in their native country.

- ELL students who are literate in their native language transfer their literacy skills to English successfully. This is evident in the ELE results. Most of our new comers score poorly even on a native literacy exam.

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

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

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

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

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

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

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

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

N/A

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

NYSESLAT 2015 Results grades K to 5

Grade	EN	EM	TR	EX	CM
K	5	2	3	19	0
1	3	6	6	6	1
2	7	1	5	15	2
3	4	2	5	17	5
4	3	1	3	11	11
5	3	1	0	12	2

ELA 2015 Results grades 3 to 5
 Level 1 - 42

Level 2 - 17

Level 3 - 6

Level 4 - 1

Math 2015 Results grades 3 to 5

Level 1 - 26

Level 2 - 32

Level 3 - 11

Level 4 - 7

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

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

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).
Upon student registration, a licensed pedagogue initiates an informal oral interview with the parent and student to get more information about the student’s level of literacy and math skills in the native language. An oral interview questionnaire is administered at this time to help determine Sife status. The classroom teacher administers informal and formal assessments to determine the student’s level of performance. If we determine that the student is performing two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States, the student is considered SIFE. This process is completed within the first 30 school days from initial enrollment. As per CR PART 154, schools have up to one year to make a final determination of Sife status; therefore, initial SIFE identification within the 30 days may be modified for up to one year.
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 291 we determine NYSITELL eligibility for students entering with an IEP as follows:

- 1- Student has an IEP and Home language is other than English.

The Language Proficiency Team (LPT) is formed and reviews evidence of the student's English language development.

LPT recommends the student take the NYSITELL.

Student takes the NYSITELL to determine ELL status. ELL Identification Process continues as with all students.

2- Student has an IEP and Home language is other than English.

The Language Proficiency Team (LPT) is formed and reviews evidence of the student's English language development.

LPT recommends the student NOT take the NYSITELL.

LPT's recommendation is sent to the principle for review.

If upon review, the principal determines the student should take the NYSITELL:

Student takes the NYSITELL to determine ELL status. ELL Identification Process continues as with all students.

If upon review, the principal determines the student should NOT take the NYSITELL:

Principal's determination is sent to the superintendent or designee for review. Parent or guardian is notified within 3 days of the decision.

If the superintendent or designee determines the student should take the NYSITELL, the student takes the NYSITELL to determine ELL status. ELL Identification Process continues as with all students.

If upon review, the superintendent or designee determines the student should NOT take the NYSITELL, parent is notified and ELL Identification Process terminates.

The titles of the Language Proficiency Team members include:

- Assistant Principal
- Certified TESOL teacher
- School based administrator of Special Ed.
- IEP teacher
- Parent or guardian of the student
- A qualified interpreter/translator of the language or mode of communication the parent or guardian best understands.

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.

Within five school days after the administration of the NYSITELL, the ELL Coordinator and Licensed Pedagogues follow up with either an entitlement or non-entitlement parent notification letter. If the student passes the NYSITELL, then the non-entitlement letter is sent to the parent and a copy is kept on-file with the date it was sent to the parent. If the student is entitled to ELL services as determined by th NYSITELL, then the Entitlement Letter is sent to the parent and a copy is kept on file with the date it was sent to the parent.

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).

We inform our parents of their right to appeal ELL status within 45 days of enrollment during the parent orientation meeting. The school initiates a review of the ELL status determination upon a written request from any of the following:

- A student's parent or guardian
- A student's teacher (with written consent from the parent or guardian)
- A student of 18 years of age or older

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.

Within the first 10 days of the student's registration, the student is tested with the NYSITELL and Spanish LAB if appropriate. If the student is identified as an ELL student, the parents are invited to attend a parent orientation workshop. A certified bilingual or ENL teacher facilitates these workshops. The focus of the workshop is to inform and educate parents about all three instructional language programs offered by The New York City Department of Education. Parents view the NYC language program video in their preferred language and meet with our ENL teacher to discuss concerns. Once parents gain a better understanding of the instructional goals

embedded in each program, they have the flexibility and option to choose a program model for their child. In cases where the home language is one that no one in the school speaks, the pedagogue seeks assistance from the translation and interpretation unit to provide over the phone interpretation services to ELL parents.

If there are any program changes, the parent coordinator and the ENL teacher reach out to the parents to inform them that their previously chosen program has become available. In the case where parent surveys are not returned, the default placement is in a bilingual program.

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.

During the parent orientation meeting, after parents have been informed of all three program models, parents are given the parent survey and program selection forms. Parents are informed that they have to return the completed and signed form within 5 school calendar days. If the parents don't return the forms in a timely manner, telephone calls are made to the parents to remind them to return the forms. The school documents each attempt made to collect the forms from the parents.

Our school monitors parent program choice by entering this information on the ATS ELPC screen and running a report to determine the requested parent programs for ELL students.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Every attempt is made to reach out to the parents and have them return a completed Parent Survey and Program Selection form. If the parent does not return the form within 5 school calendar days, the student will be placed in a bilingual program (if one exists); otherwise, the student is placed in ENL. The school keeps documentation of all attempts to gather initial parent selection preference.

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

Once the student's program has been determined, the school sends the parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. A copy of the letter is kept on file at the school.

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

All ELL-related documents are kept in the following areas:

- The original HLIS is kept in the student's cumulative record
- A copy of HLIS, non-entitlement, and entitlement letters are kept in the ELL Compliance Binder in the assistant principal's office

The ELL Coordinator is responsible for the maintenance of records. The school secretary and any pedagogue working directly with the ELL student has access to ELL documentation.

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.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Once the school reviews the RLAT report, continued entitlement letters are sent to those students who are still eligible for ENL services (in the parents' preferred language) indicating the program in which their child will continue. The parents of students who score at the commanding level are sent transitional support parent notification letters. A copy of the letters are kept on file at the school.

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).

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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]).

- a. Freestanding ENL program.

Our school offers a Free Standing ENL Program. Students in our ENL Program receive all instruction in English. The number of ENL instructional units that a student receives is determined by the student English language proficiency levels (as determined by the NYSITELL or NYSESLAT scores.) These services are provided through three different instructional models:

1. Stand Alone: The ENL teacher works with ELLs during content instruction in collaboration with classroom teachers to provide language acquisition and vocabulary support while retaining their content instructional time.
2. Integrated: A licensed ENL teacher will provide instruction in English using ENL methodologies.
3. Free Standing ENL: We have heterogeneous grouping for both our Transitional Bilingual Program as well as our Free Standing ENL classes.

Students are serviced according to their proficiency levels. Entering and Emerging students receive a minimum of 360 minutes of ENL instruction per week. Transitioning and Expanding students receive a minimum of 180 minutes per week. And students scoring commanding receive a minimum of 90 minutes per week for two years.

- b. TBE program. *If applicable.*

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

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

c. DL program. *If applicable.*
N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

During the course of the day, the students will receive their mandated ENL minutes from the bilingual or ENL classroom teacher.

Students who scored Entering on the NYSESLAT will receive 180 minutes of ENL instruction and 180 minutes of ENL/ELA instruction. Students who scored Emerging on the NYSESLAT will receive 90 minutes of ENL instruction, 180 minutes of ENL/ELA instruction, and 90 minutes of stand alone ENL or Integrated ENL/Content area instruction.

Students who scored Transitioning on the NYSESLAT will receive 90 minutes of ENL/ELA instruction and 90 minutes of stand alone ENL or Integrated ENL/Content area instruction.

Students who scored Expanding on the NYSESLAT will receive 180 minutes of ENL/ELA or other content area instruction.

Students who scored Commanding (Proficient) will continue to receive services for an additional two years for 90 minutes per week of integrated ENL in ELA or content area.

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.

To develop content understanding in Literacy and Mathematics we have instituted the following procedures:

Grade	Literacy	Mathematics
K	Core Knowledge Language Arts with Guided Reading	Scope and Sequence of NY Engage Go Math
1	Core Knowledge Language Arts with Guided Reading	Scope and Sequence of NY Engage Go Math and My Math
2	Core Knowledge Language Arts with Guided Reading	Scope and Sequence of NY Engage Go Math and My Math
3	Expeditionary Learning with Guided Reading	Scope and Sequence of NY Engage Go Math and My Math
4	Expeditionary Learning with Guided Reading	Scope and Sequence of NY Engage Eureka
5	Expeditionary Learning with Guided Reading	Scope and Sequence of NY Engage Go Math and My Math

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

- Instructions/Directions in the native language
- Glossaries
- Buddy system
- Small group differentiation

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

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

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

- Spanish LAB (Diagnostic)
- * DRA (Diagnostic)
- ELE (Summative)
- El Sol (On-going 3 times a year)
- Teacher Observations (On-going throughout the day)
- Teacher conferences with students (On-going throughout the day)
- * Teachers develop and administer native language assessments in content area subjects. Teachers use the results of these exams to monitor student progress. Instruction is then differentiated to meet the needs of the students. (Summative)
- * Online literacy through MyOn allows teachers to assign books and activities in students' native language. Teachers and parents are able to monitor student literacy progress through this program. (On-going throughout the year)

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

Assessment of the ENL population is both formal and informal and is ongoing throughout the year. We evaluate our ELL students in the reading and writing modalities of English acquisition throughout the year by using performance based assessments. The ENL/Bilingual teachers administer these assessments. The Developmental Reading Assessment (DRA) is utilized as the initial classroom assessment to determine the ELL students levels in literacy. The DRA is done 3 times per year.

The ENL/Bilingual teacher closely monitors the ELL students' academic progress. Students in grades K-2 are periodically assessed

using the unit assessments for Core Knowledge and Mathematics. Students in 3-5 take a series of NYS assessments such as the periodic assessment. These scores are also used by the ENL/Bilingual teacher to help determine the progress in the core subjects. The

NYSESLAT is the culminating assessment used to determine progress in English that is used to determine placement for the following year.

Assessments for listening and speaking modalities include oral reports, presentations, demonstrations, written assignments, and portfolios. Some examples are:

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

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

6. How do you differentiate instruction for 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

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

- AIS guided reading
- After-School

- Saturday Academy
- Spring Academy
- 50 Minutes Small group instruction
- Summer School
- Foundations
- Related services as per IEP, if applicable

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

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

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

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

Former ELLs are entitled to two additional years of ELL support and two years of continued testing accommodations (extended time and glossaries and translated versions of content area exams). Former ELLs are invited to participate in TITLE III funded programs and Saturday academy.

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.

If this circumstance arises, we will proceed as follows:

Periodically, the principal will review the re-identification process to ensure the student's academic progress has not been adversely affected by the determination. The principal will consult with qualified staff members in the school, the parent/guardian, and the student to ensure that progress is being made. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believe that the student may have been 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.

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?

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

Program Names

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

Instructional Strategies

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

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

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

Teachers discuss the purposes of reading with students.

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

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?

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

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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*
Chart	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 DUALY 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(u) 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.

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 DUALY 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.

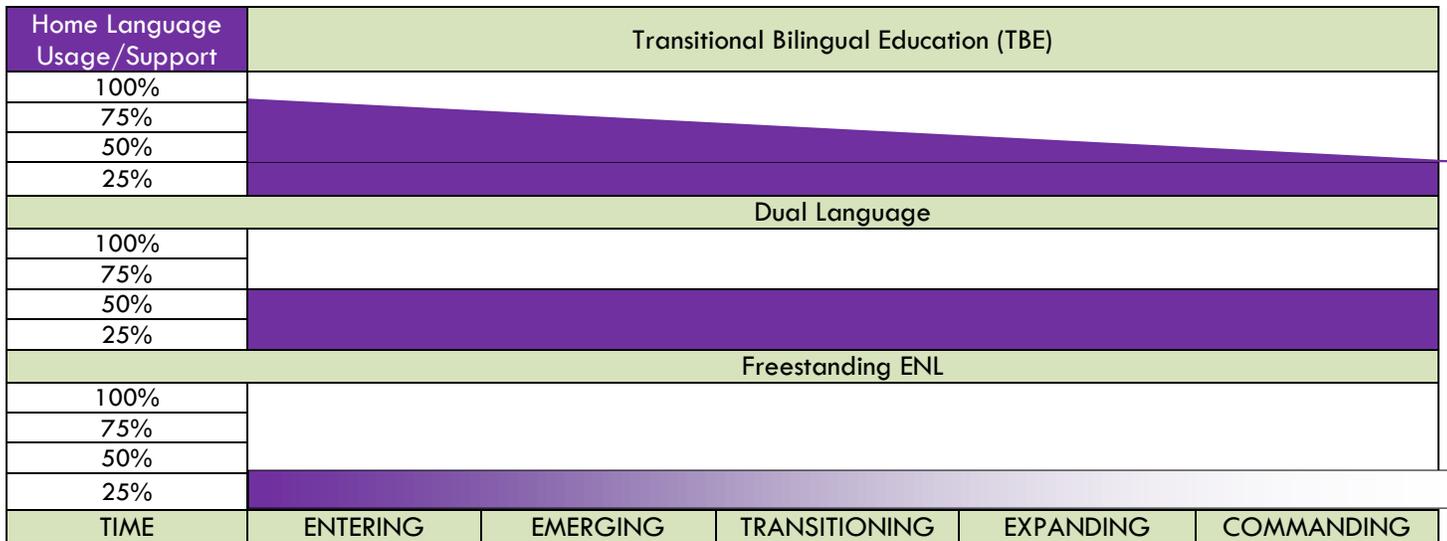


*Note: “other approved services” does not apply to New York City at this time.

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

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

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

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

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

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

Throughout the school year, the literacy and math coaches hold regularly scheduled grade level meeting. At these meetings teachers come together to discuss the successes and failures of the current lessons and programs. During these discussions, adjustments are made to Lessons/Units/Programs to accommodate all the subgroups in the classes (ELL, SWD). Teachers maintain curriculum diaries. Teachers follow these steps:

- Curriculum mapping
- Content & structure analysis
- Student assessment
- Program evaluation
- Research, review, revise

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

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

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

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

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

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

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.

We have purchased instructional materials to support our ELLs. Every classroom has a smartboard as well as computers and ipads. In addition, our school has purchased the following online programs Mathletics, Spellodrome, and MyOn. These online programs provide differentiated support for students in the areas of mathematics and literacy. Teachers can assign differentiated tasks to students for extra support and practice. In addition, students have the ability to log in from home and continue to practice at home.

Our teachers hold parent workshops on these online programs for parents. Teachers help parents register and log into their child's account. Parents can get updated emails with their child's progress from these online programs. Teachers model for parents the activities their child participates in while logged onto these programs. Translators are available for parents during these parent workshops.

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

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

- Instructions/Directions in the native language
- Glossaries
- Buddy system
- Small group differentiation

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

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

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

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).

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

19. What language electives are offered to ELLs?

N/A

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)?

N/A

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.)

As always, professional development will be a priority at our school. Our professional development is geared to address the needs of the staff to enhance instructional practices. We utilize at least 50% of the city-wide Monday Professional Learning time to address the mandated professional development each school must provide to address the needs of English Language Learners. This professional development includes a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. In addition, the required professional development hours are 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.

This professional development will also include:

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

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

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

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?

Our school will address these requirements during our Monday Professional Development as well as our grade level meetings during the school day. Some of the topics that will be cover include:

- Literacy-rich school environments where students are immersed in a variety of language experiences;
- Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework;
- Coursework that prepares ELLs for postsecondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
- Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts;
- Ongoing assessment and feedback to guide learning; and
- Speakers of English who know the language well enough to provide ELLs with models and support.

- Language switching can be swift, highly automatic, and facilitate rather than inhibit solving word problems in the second language, as long as the student's language proficiency is sufficient for understanding the text of the word problem;
- Instruction should ensure that students understand the text of word problems before they attempt to solve them;
- Instruction should include a focus on "mathematical discourse" and "academic language" because these are important for ELLs. Although it is critical that
- students who are learning English have opportunities to communicate mathematically, this is not primarily a matter of learning vocabulary. Students learn to participate in mathematical reasoning, not by learning vocabulary, but by making conjectures, presenting explanations, and/or constructing arguments; and
- While vocabulary instruction is important, it is not sufficient for supporting mathematical communication. Furthermore, vocabulary drill and practice are not the most effective instructional practices for learning vocabulary. Research has demonstrated that vocabulary learning occurs most successfully through instructional environments that are language-rich, actively involve students in using language, require that students both understand spoken or written words and also express that understanding orally and in writing, and require students to use words in multiple ways over extended periods of time. To develop written and oral communication skills, students need to participate in negotiating meaning for mathematical situations and in mathematical practices that require output from students.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? The parent coordinator and the guidance counselor will assist students and parents in the middle school application and transition process. They also assist students and parents in becoming familiar with middle school expectations and procedures such as departmentalization.
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.

A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 154.2 must 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 English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must 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.

Our school will address these requirements during our Monday Professional Development as well as our grade level meetings during the school day. Some of the topics that will be cover include:

- Supporting Ells' Achievement: Oral Language Unpacked
- Academic Language
- Vocabulary Unpacked
- Scaffolding
- Distinguishing Language Acquisition from Learning Disabilities
- Text Complexity
- Disciplinary Literacy for ELLs

Records of agendas and attendance are kept for professional development activities on file in an ELL folder of critical documents maintained in the principal's office.

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?

Parents are invited to parent/teacher meetings on Parent Outreach Tuesdays. On Tuesday's parents are invited to attend parent workshops and one-on-one meetings to discuss curriculum, expectations, data, strengths/needs, goals of the program, language development progress, language proficiency assessment results and language development needs in content areas.

In the case where the parent is unable to attend the Tuesday Parent Outreach meeting, teachers avail themselves of time during their prep. to meet with the parents.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Response to Question 2 - A record of all parent meetings is kept on file with either the Parent Coordinator or the school Guidance Counselor. A form is filled out and signed by both the teacher and the parent. A summary of the conversation is documented on the Parent/Teacher Meeting form.

Response to Question 3 - Parents are invited to parent/teacher meetings on Parent Outreach Tuesdays. On Tuesday's parents are invited to attend parent workshops and one-on-one meetings to discuss curriculum, expectations, data, strengths/needs, goals of the program, language development progress, language proficiency assessment results and language development needs in content areas.

The parent coordinator shares information about parent events and meetings. The parent coordinator surveys parents to identify parent availability for events, meetings and activities. She sets up times for parents to come into the classrooms to share music and culture with students. She also encourages parents to read a book to their child's class in lieu of celebrating their child's birthday with treats that not all children might be able to partake in. In addition to many of our Spanish-speaking staff members, our parent coordinator also serves as a translator for non-English speaking parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with Lehman College. Lehman College offers an afterschool program for ELL students. One-on-one or two-on-one support is provided to the students.

In addition, Lehman College student teachers are placed in the Bilingual and ENL classes to further support ELL students.

5. How do you evaluate the needs of the parents? Parents are asked to fill out surveys on individual workshops. This helps the school gather information and evaluate the needs of our parents. In addition, a 'parking lot' board is available for parents to place their questions, comments, and concerns. Our parent coordinator also assists parents in filling out in having a voice in the parent section of our school survey. In 2015, 93% of our parents took the time to give feedback on the school survey.

The parent coordinator and other Spanish speaking staff are always available for translation services.

6. How do your parental involvement activities address the needs of the parents? After reviewing the parent surveys that are returned, we adjust the workshops to meet the parents needs.

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.

N/A

School Name: PS 291

School DBN: 10X291

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)
Carlos Vélez	Principal		10/20/15
Giovanna La Pietra	Assistant Principal		10/20/15
Ada Rodriguez	Parent Coordinator		10/20/15
Anna Ciani	ENL/Bilingual Teacher		10/20/15
Analdo Ferreira	Parent		10/20/15
Elizabeth Martinez	Teacher/Subject Area		10/20/15
	Teacher/Subject Area		
Krystal Ilarraza	Coach		10/20/15
Lesley Rivera	Coach		10/20/15
Rafael Sandoval	School Counselor		10/20/15
Melodie Mashel	Superintendent		10/20/15
	Borough Field Support Center Staff Member _____		
Patty Vulaj	Other <u>Assistant Principal</u>		10/20/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10X291** School Name: **PS 291**
Superintendent: **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.learn DOE.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 following data and methodologies were utilized to determine parents' preferred language of communication:

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

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.

Parents preferred languages for both written and oral communication at PS 291 are English and Spanish.

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

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

- o School leadership team meeting - monthly
- o Monthly Parent Calendar
- o Parent coordinator workshops or meetings - Tuesday Afternoons
- o Parents Association meetings - Monthly
- o Parent memos - As needed
- o Monthly Newsletter per grade
- * Telephone messages to parents - As needed

An oral translator is provided at all of the above-mentioned meetings. If need be, the oral translation unit is contacted if we can not provide the service.

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.

During the school year, we hve many face-to-face meetings with parents. These meetings include but are not limited to:

- K Orientation for parents and students
- Curriculum night
- Parent-teacher conferences
- Parent workshops
- Requested parent meetings with the teacher or other school staff

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.

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

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.

Oral interpretations will be provided in-house by staff members who are fluent in the parent's native language. Members include: the parent coordinator, secretary, supervising school aide, coaches, teachers, and administration. If there is a parent that speaks a language other than those languages of our staff members, then we will reach out to the Translation and Interpretation Unit and provide over-the-phone translation for the parent.

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.)

During our welcome back staff meeting in September, all staff members are informed of the procedures to provide proper translation services to our parents (Language Access Kit). Each staff member receives a handout with the procedures that need to be followed. Administration is always available to staff for support.

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

A copy of the Bill of Parent Rights and Responsibilities regarding translation and interpretation services is shared with the parents. In addition, our school posts near the primary entrance a sign in each of the covered languages/most prominent covered languages, indicating the availability of interpretation

services available for parents.

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)

We continuously monitor parent needs via parent surveys. After the surveys have been collected and reviewed we look for patterns of need and make the necessary adjustments to meet parent needs.