2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):
24Q091

School Name:
P.S. 091 RICHARD ARKWRIGHT

Principal:
GREGORY FILIPPI
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Richard Arkwright School
School Number (DBN): 24Q091
BEDS Code: 342400010091

Grades Served: Pre-K-5

School Address: 68-10 Central Avenue, Glendale, NY 11385

Phone Number: 718-821-6881
Fax: 718-571-6821

School Contact Person: Gregory Filippi
Email Address: gfilippi@schools.nyc.gov

Principal: Gregory Filippi

UFT Chapter Leader: Rebecca Murphy

Parents’ Association President: Francesca Siragusa

SLT Chairperson: Lia Heckman

Title I Parent Representative (or Parent Advisory Council Chairperson): Non Title 1 School

Student Representative(s): N/A

CBO Representative: GRYC

District Information

Geographical District: 24
Superintendent: Mrs. Madelene Chan

Superintendent’s Office Address: 98-50 50th Ave, Queens, NY 11368
Superintendent’s Email Address: Mchan2@schools.nyc.gov

Phone Number: 718-592-3357
Fax: 718-592-3770

Field Support Center (FSC)

2018-19 CEP 3
Queens North

FSC: __________________________ Executive Director: __________________________

Executive Director’s Office Address: __________________________

Executive Director’s Email Address: LPender@schools.nyc.gov

Phone Number: 917-225-2020 Fax: 718-391-8320

28-11 Queens Plaza North, Queens, NY 11101
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tbody>
<tr>
<td>Gregory Filippi</td>
<td>*Principal or Designee</td>
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<tr>
<td>Rebecca Murphy</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Francesca Siragusa</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Marion Nahrwold</td>
<td>DC 37 Representative (staff), if applicable</td>
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<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>CBO Representative, if applicable/</td>
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<tr>
<td>Lia Heckman</td>
<td>Member/ Teacher</td>
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</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
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<tr>
<td>MichaelLoMastro</td>
<td>Member/ Teacher</td>
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<tr>
<td>Lisa Martino</td>
<td>Member/ Parent</td>
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<tr>
<td>ViolaDemneri</td>
<td>Member/ Parent</td>
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<tr>
<td>Mike Liendo</td>
<td>Member/ Parent</td>
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<tr>
<td>Tracy Rodriguez</td>
<td>Member/ Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:
- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<td>PS 91’s mission statement:</td>
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The mission of P.S. 91Q is to ensure that all students will be college and career ready as they move on to the next phase of education, by individualizing instruction to meet the needs and styles of each student in accordance with the Common Core. School-wide analysis of data through collaborative inquiry team work will help us to fully understand
the areas of support needed for every child. This will foster an environment where our diverse population of students, as well as the students with special needs, and limited English proficient students will be educated equitably. We utilize various methodologies to encourage student-led inquiry amongst one another, which will support critical thinking and decision making skills. Through the incorporation of our PBIS (P.A.W.S.) program, we address and support the social emotional learning of all students. In addition, we will continue to use staff developments to enhance and grow within our instructional practices, as well as frequent observations and feedback cycles supported by “The Danielson Framework for Teaching” to ensure the effectiveness of instruction. We will continue to include parents in the education of their children by expanding parent workshops and encouraging parental involvement at every turn to support and reinforce the learning process.

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2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The Richard Arkwright School (P.S. 91Q) is located at 68-10 Central Avenue Glendale, New York 11385.

The school serves a diverse population of approximately 780 students ranging from Kindergarten to Fifth grade, while additionally housing approximately 85 Pre-Kindergarten students in conjunction with the Universal Pre-K initiative.

P.S. 91Q sits in an ever changing neighborhood, home to many new immigrant families from around the world. The school has been part of the community, and has provided an education for generations Glendale children since 1914. A new addition was erected to the original school structure in the 1990's and was especially designed to meet the needs of early childhood learners. In addition, it is barrier free and can accommodate the physically challenged. P.S. 91's physical environment and appearance is well kept and serves as a place where pride in our students’
accomplishments is evident in the prominently displayed student work.

PS 91 works in partnership with many organizations ranging from instructional programs, arts and music, as well as extra curricular activities.

Beginning the 2018-2019 school year, we will be partnering with the Teachers College Reading and Writing Project to foster young learners in becoming skilled readers and writers. Through professional learning sessions, teachers will obtain tools and methods for teaching reading and writing to meet the educational goals of our students. We will also be working closely with Sanford Harmony, focusing on the social emotional well-being of all children through communication, embracing diversity, and resolving conflict among students in the classroom.

P.S. 91 has built a lasting relationship with Arts Connections which exposes students to a variety of art forms such as theatre, and movement activities.

One of the art disciplines that they support our students with is puppetry for the lower grades. This year Arts Connection will expand to include a dance program for K, 1, and 2.

In addition, our fifth grade students participate in Dancing Classrooms which helps to build
essential life skills through the art of social dance.

PS 91 has applied for an Arts and Family Engagement grant sponsored by the New York City Office of Arts and Special Projects.

This Arts partnership initiative is a product of Chancellor Farina's vision to not only expand arts opportunities for NYC school students, but to also boost parent, family and community engagement around all aspects of our students' education. This program will showcase students' school-based, Blueprint aligned arts experiences. It will also illuminate connections between student art and other academic learning. Students, parents, and family will be engaged in art making learning activities and demonstrate the power and importance of the arts in a school setting.

Furthermore, PS 91 will partner with St Francis Preparatory High School's orchestra program to develop skills for young musicians in string and woodwind instruments.

In addition, PS 91 will be partnering with The ASD Horizon program, which is a differentiated special education program in community schools that serves individuals with Autism Spectrum Disorder. This program is designed to strengthen academic
and social skills by delivering an inclusive model fostering an integrated environment.

P.S. 91 will continue its strong partnership with the Greater Ridgewood Youth Council (GRYC). They assist our students with homework as well as creating an environment for building positive relationships with other children in the school, focusing on building character and creating good citizens. The program runs Monday through Friday for 3 hours each day.

In conjunction with The NYC DOE Adaptive Physical Education program, PS 91 will also take part in the expansion of the CHAMPS (Cooperative, Healthy, Active, Motivated, and Positive Students)

Sports and Fitness initiative. This program will promote student physical activity during the critical years of elementary and middle school.

We are also in partnership with the Intrepid Air, Sea and Space Museum to enrich our students in the academic areas of Science, Math, Social Studies and Technology. Students are instructed in historical events, analyzing artifacts, and participating in science experimentation. Family participation is an integral part of the program's success.

3. Describe any special student populations and what their specific needs are.
Our Students with Disabilities population is struggling with moving back to an ICT or Gen. Ed. setting. They are becoming complacent within the small class setting, need to be challenged in order to re-integrate within a less restrictive classroom setting. Conversations with the parents need to be had, and meetings consistent so that the collective goal of the school is to track how long they've been in this particular setting, and what has to happen so that they are consistently being met with rigorous learning opportunities, and setting goals for themselves toward mainstreaming.

4. Identify 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.

Strengths: According to the Framework For Great Schools 2016 Report, PS 91 boasts high positive responses for collaborative teachers. The schedule created sets the tone for the school by building into the week at least 2 common preparation periods that grade level teams can share. This is time allotted so that purposeful planning, and sharing of best practices can effectively take place. In addition, one Monday afternoon time is there per month for the teachers to work in collaborative inquiry teams to analyze data and inform future instruction. The teachers have subgroups of students in which they will track and progress monitor the growth of throughout the duration of the year. The administration has fostered classroom inter-visititation work to increase school wide coherence across the grades in regards to teacher practices. A "Glass Walls" initiative has begun at 91 which allows the teachers to engage in, and reflect upon one another's teaching practices.

P.S. 91 has also made significant strides toward increasing the strong family-community ties within the school as evidenced by the movement from 2015-2016 parent survey response percentage which was 43% to the 2016-2017 percentage of 55%. This increase can be attributed to the dissemination of information in a more timely, and systematic manner. The information went home in the language of the parents and therefore increased communication between the school and the community.

P.S. 91, in partnership with TLI M Program is well on its way to improving upon the level of shared leadership within the building by gradually releasing responsibility within the classrooms, creating shared approaches to instruction, and including the parents in learning process of their students. Additionally, an established level of trust exists at 91 and is evident in our score being higher than the district and citywide average on the 2016-2017 School Quality Guide.

Area of Focus:

An area of focus for this coming school year will be around rigorous instruction. With the creation of the Professional Learning Team specifically targeted learning will be built to meet the direct needs of the teachers. We will focus our efforts on how to increase the levels of student engagement, autonomy, and ownership by offering trainings for the staff on lesson creation, differentiation, data analysis, questions and discussions, and embedding assessment within instruction. The teachers will increase their small group learning opportunities within the day, and with the addition of Teacher's College Writing in to our curriculum the teachers will be able to conference with the students more frequently, and begin to identify their specific needs, and create learning for them that is meant to meet them at their multiple entry points.
### School Demographics and Accountability Snapshot for 24Q091

#### School Configuration (2018-19)
- **Grade Configuration**: 0K,01,02,03,04,05
- **Total Enrollment (2017-18)**: 750
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 73
- **# SETSS (ELA)**: 22
- **# Integrated Collaborative Teaching (ELA)**: 100
- **# Special Classes (Math)**: 75
- **# SETSS (Math)**: 12
- **# Integrated Collaborative Teaching (Math)**: 98

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 26
- **# Music**: 23
- **# Dance**: N/A
- **# CTE**: N/A

#### School Composition (2017-18)
- **% Title I Population**: 71.0%
- **% Free Lunch**: 60.9%
- **% Limited English Proficient**: 11.9%
- **% Reduced Lunch**: 10.7%
- **% Students with Disabilities**: 20.8%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.4%
- **% Black or African American**: 1.9%
- **% Hispanic or Latino**: 49.5%
- **% Asian or Native Hawaiian/Pacific Islander**: 3.7%
- **% White**: 44.0%
- **% Multi-Racial**: 0.9%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 1.74
- **# of Assistant Principals (2016-17)**: 2
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 11%
- **% Teaching with Fewer Than 3 Years of Experience**: 9%

#### YSH Recipient
- **Average Teacher Absences**: 8.6

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 42.5%
- **Mathematics Performance at levels 3 & 4**: 43.2%
- **Science Performance at levels 3 & 4**: 42.5%
- **Science Performance at levels 3 & 4 (4th Grade)**: 85%
- **Science Performance at levels 3 & 4 (8th Grade)**: N/A

#### Overall NYSED Accountability Status (2018-19)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **6 Year Graduation Rate**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School
- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: NO
- **Asian or Native Hawaiian/Other Pacific Islander**: N/A
- **White**: YES
- **Multi-Racial**: N/A
- **Students with Disabilities**: NO
- **Limited English Proficient**: YSH
- **Economically Disadvantaged**: YES
- **ALL STUDENTS**: NO

#### High School
- **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**: NO
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: N/A
- **ALL STUDENTS**: N/A

#### Met Adequate Yearly Progress (AYP) in ELA (2016-17)
- **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**: NO
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: N/A
- **ALL STUDENTS**: N/A

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
- **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**: NO
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: N/A
- **ALL STUDENTS**: N/A

#### Met Adequate Yearly Progress (AYP) in Science (2016-17)
- **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**: NO
- **Multi-Racial**: N/A
- **Students with Disabilities**: NO
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: YES
- **ALL STUDENTS**: YES

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
- **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**: NO
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: N/A
- **ALL STUDENTS**: N/A

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**2018-19 CEP**
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

| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year. |
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. |

As per the 2017-2018 PPO and Quality Review reports, a strength is that PS 91 has a strategic and transparent system for providing staff with meaningful professional development around meeting the academic needs of all learners. A priority around professional development would be to build sustainability and capacity through distributive leadership practices around the key areas of higher levels of engagement through differentiation strategies.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, 100% of teachers will continue to refine teaching strategies and lesson activities through focused professional development around rigorous task creation, student choice, assessment and feedback, questions and discussions, and flexible grouping as per the 2017-2018 PPO areas of focus.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</strong></td>
<td>All Students</td>
<td>Aug. 2018 to June 2019</td>
<td>Principal, A.P., P.L. Team, Literacy Coach, TC Staff Developers, All classroom Teachers,</td>
</tr>
<tr>
<td><strong>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).</strong></td>
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</tr>
</tbody>
</table>

- Teachers will utilize Common Planning time to ensure cohesion across the grades, as well as alignment to the Common Core. They will upload their curriculum units to Google Docs for sharing, and task creation to meet the varying needs of ALL students, and will be available for perusal by ALL teachers.

- Teachers use quality rubrics aligned to the Common Core to grade the work and provide the students with next steps. The rubrics are used within instruction for self or peer assessment as well.

- We will incorporate The TC Reading/Writing Project, and continue working with Go Math and its resources to plan rigorous academic tasks. These tasks will be refined through the collaborative analysis of student outcomes during inquiry work, so that every child has access to the learning and is cognitively engaged.

- Support staff, including related service providers push-in to support the learning and foster student to student discourse.

- Administrators create a schedule allowing for three common planning meetings as well as weekly meetings to analyze student work samples, share best practices, and...
discuss ways to increase levels of student engagement (Inquiry Teams).

-Professional Learning Plan informed by classroom observations and teacher surveys in conjunction with the Field Support Center.

-Two teacher lead facilitators have been identified to pilot the SPLP work focused around increased levels of engagement through rigor, student choice, flexible grouping, questions and discussions, and assessment and feedback.

-Through the use of Douglas Fisher and Nancy Frey's, *Rigorous Reading, 5 Access Points for Comprehending Complex Texts*, we will provide a targeted focus around instructional improvement and meet the needs of every child while simultaneously increasing student autonomy and ownership.

-"Glass Walls" demonstration lab sites focused on Socratic Seminars will help to foster a community focused on students being able to build off of one another's knowledge, and will help to increase levels of student ownership over their own learning.

-Teacher teams in grades K-5 will analyze MOSL data, Periodic Data, and Classroom data to ensure that goal setting and small group instruction is targeted to meet the needs of specific subgroups.

-Teacher Teams adjust curriculum maps that are on Google Docs to maximize the learning and meet the modifications for ELL’s and SWD’s.

ELL’s (English Language Learners) and SWD’s (Students with Disabilities) Aug. 2018 to June 2019

All teachers, especially ENL teachers, IEP teacher, SBST, and Special Educators, Literacy Coach, Administrators
- Before school ESL instruction is available for the limited English speaking students.

- Teachers focus while collaboratively planning is on the incorporation of Shift 3 (Staircase of Complexity) within their instruction.

- Push in AIS support has been provided for ELL’s by the ENL teachers in accordance with the CR Part 154.

- ENL Pull out instruction provided by both full time ENL teachers.

- The incorporation of the SIOP Model created by Pearson.

- The SIOP Model for Teaching English Language Learners.

- Classroom teachers have a copy of “Classroom Instruction that works with English Language Learners”, Jane D. Hill and Cynthia L. Bjork.

- MYON Reading

TC Writing

- IXL

- Through Flexible Programming, Special Education Teachers, and the IEP Teacher push in and pull out students to support mandated and at risk children.

To continue to build a school culture based on trust, collaboration and respect, school leaders have an open door policy that involves all stakeholders. By creating these strong partnerships between the families, the school, and the community, we are increasing the level of learning, as well as the students’ drive for education. In addition, we are increasing the level of trust among the staff members by fostering “The 91 We Teach, We Learn Initiative.” This is a “Glass Walls” type of learning where the staff members take turns opening up their classrooms for visits from other staff members to increase transparency, coherence, and ultimately help to improve All Parents, Principal, A.P., All Teachers, Parent Coordinator

August 2018-June 2019

Principal, A.P., Parent Coordinator, All teachers, Support Staff, Literacy Coach
teacher practice throughout the school. TC lab sites will also play a key role in increasing levels of trust amongst the staff.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Through specifically targeted, curriculum based parent engagement workshops, as well as Parent Square, Tuesday afternoon meetings, and content specific parent cohorts, we will be able to support the parents’ understanding of what rigorous instruction looks and sounds like within the classrooms, and across the grades. Four parent workshops presented by ENL teachers in the school throughout the course of the year to increase parent awareness around student achievement. Parent Cohorts are facilitated bi-monthly and parents are offered opportunities to observe learning within the classrooms in action. Teachers are present and available during PTA meetings.

### 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.

- MOSL Allocations
  - Title I Funding
  - Per Session Funds
  - Title III Funding
  - IEP Teacher Funding
  - Teacher's College Reading and Writing Staff Developers
  - Teacher's College Calendar Days
  - Hiring of Literacy Coach

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<td>X</td>
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<tr>
<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
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### Part 5 – Progress Monitoring

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

February 28, 2019
Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Through the analysis of Periodic Data, Formative Classroom Assessments, Student Portfolios, discussion checklists, conference notes, as well as Advance ratings, we will be able to track our progress toward achieving our goal. In addition, we will be using Schoolnet data, TC running records data, Vertical and Inquiry Team data in both ELA and Math to monitor success and growth of our students.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

**Strength:** Based on the 2017-2018 School Quality Guide, 96% of teachers say that adults at the school help students develop the skills they need to complete challenging coursework despite obstacles.

A priority would be for teachers to recognize disruptive behaviors as social-emotional learning opportunities and incorporate the newly embedded PBIS structures to support ALL students.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, in an attempt to teach to the whole child, we will increase social-emotional awareness by 10% as evidenced by the 2017-2018 School Quality Guide through the incorporation of Sanford Harmony (SEL curriculum), and increased professional learning opportunities around how to recognize and address social-emotional learning moments.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students and Staff</td>
<td>Sept. 2018 to June 2019</td>
<td>All Teachers, Para Professionals, Administrators, Parent Coordinator and Staff, Literacy Coach, IEP teacher</td>
</tr>
<tr>
<td>All SWD and ELL and other high need Students and Staff that service them</td>
<td>Sept. 2018 to June 2019</td>
<td>All Teachers, Para Professionals, Administrators, Parent Coordinator and Staff, Literacy Coach, ENL Team, IEP teacher</td>
</tr>
<tr>
<td>Parents</td>
<td>Sept. 2018 to June 2019</td>
<td>Family Worker, Guidance Counselor, Principal, A.P., Parent</td>
</tr>
</tbody>
</table>

- Implementation of Sanford Harmony (SEL Curriculum) to incorporate specialized teaching strategies into classroom activities
- SEL Curriculum will provide teachers with tools to create a classroom environment where students are empowered to communicate, cooperate, connect, embrace diversity, and resolve conflict.
- Teaches will incorporate SEL strategies into lesson plans (aligned with standards) to help foster strong classroom relationships between all students.
- Student government and Student monitors will provide students with opportunities to take on a leadership role within the school allowing them to communicate and connect with other students.
- PBIS initiative (PAWS)
- Horizon - Program designed for students with Autism. Teachers will create an inclusive environment where children are accepting of one another and work together as a school community.

All teachers are trained in how to read an IEP and how to identify proper social settings for specific students.

- Special modifications and support provided on a consistent basis
- All staff members will become familiar with ways to identify and support SEL concerns
- Hands on activities and learning to reach varying learning styles
- Common planning times established to foster a collaborative approach to differentiating learning to target individualized student needs.
- Holiday concerts
- Talent Show
- Grade Theatre Performances
- Parent Surveys
- Student Surveys
- Open School Night Presenters from all cluster teachers
- Newsletter sent home explaining the events taking place

The school cultivates the development of systems to create partnerships that support and sustain a safe environment and nurture social and emotional development of the students.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

By tracking the impact of our PBIS Initiative we will be able to identify the level of effectiveness toward meeting this goal.

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.

- Related service provider Push-in time built in to the schedule
- Extra Curricular Activities
- Lunchroom Supervisors
- Dancing Classrooms
- Student Government
- Recess Schedules
- Sanford Harmony Curriculum

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

By February 18, 2019

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Through parent and student surveys, as well as OORS Report Data Analysis we will be able to identify if the increase in programs and activities has been successful.

**Part 5c.** In February 2019, 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**

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

After an analysis of the 2017-2018 School Quality Guide, we have identified the strengths and needs of our school pertaining to professional development within our school as well as opportunities with other professionals in the district.

**Strengths:** According to the 2017-2018 School Quality Guide, 95% of teachers say that they have had opportunities to work productively with colleagues within the school during professional development. Additionally, 96% of teachers stated that they had adequate time following the professional learning sessions to think carefully, implement, and then evaluate new ideas.

**Needs:** A priority is to afford teachers opportunities to work with professionals from other schools within the district to focus on obtaining new teaching tools and techniques that can be implemented into our own classrooms at PS 91.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, the School Quality Guide will indicate an increase of 20%, moving from 59% to 79%, providing evidence that most teachers will have been afforded opportunities to work productively with pedagogues from other schools on professional development. This will be achieved through the Sustainable Professional Learning Pilot which will involve a collaboration between the Borough Field Support Office and schools in neighboring districts.</td>
</tr>
</tbody>
</table>
### Part 3a – 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:

- Evidence-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).

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<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Staff and All Students</td>
<td>Sept 2018 to June 2019</td>
<td>All Teachers, PL Team, Borough Field Support Office, SPLP Team, Principal, A.P.,</td>
</tr>
</tbody>
</table>

**Implement the Sustainable Professional Learning Pilot (SPLP) Initiative** where four neighboring schools will provide support for one another through professional development opportunities. Teachers will be given inter-visitation opportunities to other schools to share best practices and collaborate with teachers, coaches, and administrators from other buildings.

- Teachers will engage in a Professional Learning Cycle where they will unpack the Common Core Learning Standards as grade teams and have opportunities to share teaching tools and strategies with teachers from other schools with the support of the SPLP team.

- **Teacher Team Data Inquiry Work**
  - Glass Walls opportunities
  - TC Lab sites
  - Common Planning Periods

- **Vertical Teams for ELA and Math** identify target populations (ELL’s and SWD’s) and analyze data collected from Grade level teacher team meetings.
  - Teachers create academic tasks that are planned and refined based on formative and summative assessment data to meet the needs of each child.
  - Teachers instruct using modeling, and create appropriate scaffolds to meet all students’ needs.
  - Teachers try to access prior knowledge and support the learning through outside connections.

- **Parents will have access to student growth based on the NYC parental outreach plan for schools.**

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL’s and SWD’s, At Risk Students</td>
<td>Sept 2018 to June 2019</td>
<td>All Teachers, Administrators, Grade Leaders, ENL Teachers, Literacy Coach, IEP Teacher</td>
</tr>
<tr>
<td>Parents</td>
<td>Sept 2018 to June 2019</td>
<td>Parent Coordinator, All Parents, All</td>
</tr>
</tbody>
</table>
-NYC Student Account
-Parent Square
-Frequent Parent Engagement Meetings
-Parent Cohorts

We have devoted ourselves to providing all stakeholders opportunities to see what we are doing at P.S. 91Q by offering parent engagement workshops

<table>
<thead>
<tr>
<th>Teachers, Principal, A.P.</th>
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</thead>
<tbody>
<tr>
<td>All Parents</td>
</tr>
<tr>
<td>Sept. 2018-June 2019</td>
</tr>
<tr>
<td>Principal, A.P., Parent Coordinator, All Teachers</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Through events such as the Open House, and Leadership Night the parents will become familiar with the level of student ownership within the classroom. In addition, parent engagement events that will work with parents on how to elicit information through discussions with their children, as well as parent cohorts.

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.

- Sustainable Professional Learning Pilot (SPLP)
- FSC Support
- SPLP Team meetings
- Common Planning Time
- Teacher Team Time
- Professional Learning
- Common Core Learning Standards
- Webb’s DOK Wheel/RBM
- Inquiry Cycles

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 |
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.

February 2019

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Through a collaborative approach to learning, the P.L. Team, and the SPLP Team will work in conjunction with our FSC support staff to ensure a lens in to the learning in other community schools so that all parties involved continue to grow and learn from one another.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>Strengths: A strength at PS 91 is that it is clear how all of the programs offered are connected to the schools instructional vision and therefore provide the foundation for which the instructional focus is based.</td>
</tr>
<tr>
<td>An area of need for PS 91 is to maintain consistency with curriculum. In the past, curriculum programs were adopted and changed soon after, hence cross-curricular and grade coherence was not evident.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
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</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, there will be an increase from 87% to 100% of teachers who indicate the improvement of cross-curricular coherence as evidenced by the 2017-2018 School Quality Guide. PS 91 will achieve this through the incorporation of grade specific vertical teams in which teachers will be provided opportunities to gain a deeper understanding of the curriculum, instructional practices, and learning materials used across the grades.</td>
</tr>
</tbody>
</table>
## Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>Sept 2018 to June 2019</td>
<td>Classroom Teachers, Cluster Teachers, Student Teachers, Para-Professionals and Administrators</td>
</tr>
</tbody>
</table>

### Target Group(s)
Who will be targeted?

### Timeline
What is the start and end date?

### Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

- **Vertical team meetings** - Teachers will be given opportunities to work with teachers across the grades to determine areas of focus in creating cross-curricular coherence.
  - **Weekly grade team meetings** - Teachers will plan as a grade sharing teaching tools and strategies, best practices, and learning materials to show consistency within the curriculum across the grade.
  - **Frequent observations through the use of the Danielson FFT**, followed by feedback that is specific, actionable, and time-bound.
  - **Administrators engage in a deep analysis of teacher practice to identify strengths for professional learning facilitation.**
  - **Grade leaders on every team to present information and share best practices.**
  - **Classroom inter-visitations**
  - **New teacher mentors meet regularly with the teacher to help with the development and growth of new teachers**
  - **Mentor monthly meetings with administration to identify target areas for new teachers**
  - **New teacher handbooks were created as a point of reference for new teachers**
  - **New teacher meetings once a month with administration**

- **Professional learning provided by ESL teachers to staff to inform instruction in the classroom and incorporate new strategies and modalities to meet the needs of the ElI’s.**
  - **All Staff ELL/SWD**
  - **Sept 2018 to June 2019**
  - **Classroom Teachers, Cluster Teachers, Student Teachers, Para-Professionals and Administrators**
IEP and Special Ed Liaison teacher facilitates P.L.’s for teachers on how to read IEP’s.

RTI meetings to monitor student progress.

PPT meetings to analyze growth of Special Ed. Population

Parent engagement workshops facilitated by teachers. Parent cohorts will shed light on coherent instructional practices.

SLT Meetings

Student Council meetings with principal

Executive Board Meetings with PTA

To continue to build a school culture based on trust, collaboration, and respect

School leaders have open door policies

We exhibit professionalism at all times and model appropriate behaviors for our students.

The respect we have for one another is evident in the way our teachers collaborate during teacher teams, as well as the way in which all staff interacts with parents.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

February 2019- The Vertical Team will work collaboratively to support parent engagement by making it part of their monthly agendas. They will create key home connection material that the parents can use to better understand the learning expectations for their children.

### 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.

- Professional Learning Time; Common Planning Time; Per Session Morning and Afternoon Meeting Times; A Variety of Committees; Flexible Programming; Creative Scheduling

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

<table>
<thead>
<tr>
<th></th>
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<th>Title I SWP</th>
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2018-19 CEP
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.

February 18 2019

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

By attending grade team meetings, vertical team meetings, P.L.’s, parent engagement sessions and surveys, we will be able to track the success and growth of the distributive leadership practices we are implementing.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

Strengths: PS 91 exhibits multiple strengths pertaining to communication with students families. Families feel that they are greeted warmly upon entering the building and state that teachers work closely with them, are well informed, and that staff communicate regularly about how they can help their child learn.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Needs: Our priority at PS 91 is to work closely with our families and to provide more opportunities for families to visit their child’s classroom. It is imperative that parents are part of our school community and are able to visit classrooms to observe instruction and participate in school activities.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 100% of parents will have the opportunity to visit their child’s classroom by participating in scheduled parent cohorts that will focus on specific areas of instruction throughout the school year. This goal represents an 11% increase as evidenced by the 2017-2018 School Quality Guide.
**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Parents</td>
<td>Sept 2018 to June 2019</td>
<td>Classroom Teachers, Cluster Teachers, Student Teachers, Para-Professionals, Literacy Coach and Administrators and Parent Coordinator</td>
</tr>
</tbody>
</table>

- Parent cohorts will be scheduled to provide parents with the opportunity to visit their child’s class to observe instructional practices. Through these classroom visits, parents will be more informed about the curriculum, how it is implemented, and ways they can support their children at home.

- Parent coordinator and Literacy Coach will plan parent workshops to keep parents informed and involved in school activities.

Following the teachings of Karen Mapp and Anne Henderson’s, “Beyond the Bake Sale, The Essential Guide To Family School Partnerships” will help to support the journey for more meaningful parent learning opportunities.

- Parent Coordinator takes part in City led/District wide trainings and turnkeys the information to the parents about new initiatives.

The SIOP model for teaching English learners

Carousel of ideas

Leapfrog

Evan Moor’s daily word problems math program

Houghton Mifflin leveled readers

Annual meetings to update goals and monitor progress

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents of SWD’s, parents of Ell’s, SBST, classroom teachers of SWD’s and Ell’s</td>
<td>Sept 2018 to June 2019</td>
<td>Principal, A.P., Parent Coordinator, all parents, all teachers</td>
</tr>
</tbody>
</table>

- Improving the School website
- School messenger (Parent reminders of important information)
- Parent Square
- Email Blasts
- Project based parental celebrations
- Student of the Month assemblies

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All parents</td>
<td>Sept 2018 to June 2019</td>
<td>Principal, A.P., Parent Coordinator, Literacy Coach, all parents and all teachers</td>
</tr>
</tbody>
</table>
To continue to build on and support a school culture based on trust, teachers will provide parents with information regarding their student’s progress in a timely manner as per the NYC Parent Engagement Plan that has been established. They will have Tuesday afternoons to reach out to the families of their students so that PTC nights are not the only time families are learning how their children are doing. Student-Led conferences will be a focus, and thus by instilling in the students the ability to successfully articulate and communicate their successes and their next steps, communication will increase with families to a daily basis.

| All parents | August 2018 to June 2019 | Principal, A.P., all teachers, support staff, Parent Coordinator |

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

GRYC

### 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.

- Tuesday afternoon for teachers to input grades
- Professional learning about the program
- Parent Workshops
- Parent Cohorts

#### 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 |
|---|---|---|---|---|---|---|---|---|---|---|
| X |   |   |   |   |   |   |   |   |   |   |
|   | C4E |   | 21st Century Grant |   | SIG |   | 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.
By February 18, 2019

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

We will observe parent engagements taking place on Tuesday afternoons, and use exit tickets to gauge effectiveness of parent cohort learning modules.

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>* Kindergarten through Grade 2 Students who score 2 or more levels below grade level on the TC Running Record Benchmark Assessments*&lt;br&gt;&lt;br&gt;* Grade 3,4,5 Scored level 1 or 2 NY State Test*</td>
<td>Daily Guided Reading&lt;br&gt;&lt;br&gt;Reading Intervention&lt;br&gt;&lt;br&gt;Reading Intervention&lt;br&gt;&lt;br&gt;Reading/Writing Intervention&lt;br&gt;&lt;br&gt;Reading Intervention&lt;br&gt;&lt;br&gt;Reading Intervention&lt;br&gt;&lt;br&gt;Reading Intervention</td>
<td>Small Group&lt;br&gt;&lt;br&gt;Small Group&lt;br&gt;&lt;br&gt;Small Group&lt;br&gt;&lt;br&gt;Small Group&lt;br&gt;&lt;br&gt;Small Group&lt;br&gt;&lt;br&gt;Small Group&lt;br&gt;&lt;br&gt;Small Group</td>
<td>After School&lt;br&gt;&lt;br&gt;After School&lt;br&gt;&lt;br&gt;During the Day/After School&lt;br&gt;&lt;br&gt;During the Day&lt;br&gt;&lt;br&gt;During the Day&lt;br&gt;&lt;br&gt;Before/During the Day&lt;br&lt;br&gt;During the Day</td>
</tr>
<tr>
<td>Mathematics</td>
<td>All Grades will Receive</td>
<td></td>
<td></td>
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<tr>
<td>-------------</td>
<td>------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills Academy</td>
<td></td>
<td></td>
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<tr>
<td>MYON Reading</td>
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<tr>
<td>Go Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math games and manipulatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IXL computer based Mathematics program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills Academy</td>
<td></td>
<td></td>
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<tr>
<td>Math Program Interventions</td>
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<tr>
<td>Math Program Interventions</td>
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<tr>
<td>Computer Based Program</td>
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<tr>
<td>Math Intervention</td>
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<tr>
<td>Small Group</td>
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<tr>
<td>Small Group</td>
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<td></td>
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<tr>
<td>One-to-One</td>
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<tr>
<td>Small Group</td>
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<tr>
<td>One-to-One</td>
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<tr>
<td>Small Group</td>
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<td>During the Day</td>
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<td>During the Day</td>
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<tr>
<td>During the Day</td>
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<tr>
<td>After School</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of students is based on analysis of classroom assessment data and teacher recommendations</td>
</tr>
<tr>
<td>- Amplify Science Assessments</td>
</tr>
<tr>
<td>Integrated into literacy and infused into ELA AIS</td>
</tr>
<tr>
<td>Small group within the classroom</td>
</tr>
<tr>
<td>During the day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of students is based on analysis of classroom assessment data and teacher recommendations</td>
</tr>
<tr>
<td>- Passport Assessments</td>
</tr>
<tr>
<td>Integrated into literacy and infused into ELA AIS</td>
</tr>
<tr>
<td>Small group within the classroom</td>
</tr>
<tr>
<td>During the day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group counseling</td>
</tr>
<tr>
<td>One on one counseling</td>
</tr>
<tr>
<td>On a needs basis</td>
</tr>
<tr>
<td>Guidance Intervention</td>
</tr>
<tr>
<td>Guidance Intervention</td>
</tr>
<tr>
<td>Small Group</td>
</tr>
<tr>
<td>One-to-One</td>
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<tr>
<td>One-to-One</td>
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<tr>
<td>One-to-One</td>
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<tr>
<td>During the day</td>
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<tr>
<td>During the day</td>
</tr>
<tr>
<td>During the day</td>
</tr>
<tr>
<td>● Psychologist or Social Worker</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>5</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

PS 91 will provide the following services to our STH population.

1. Counseling on a needs basis provided by our on site school counselor.
2. School supplies- notebooks, pencils, pens, art supplies, paid subscriptions to Scholastic News, Time Magazine, etc.
3. Educational services- Acceptance into after school and morning programs with needed materials.
4. Medical services on a needs basis by the visiting school doctor.
5. Transportation- Metro cards for daily arrivals and departures. Payment of all school field trips. Door to door bus service as required.
6. SBST support as needed

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
### Instructional Materials; After school, and before school programs

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).

$2,300
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Schoolwide Program (SWP)</td>
<td>Targeted Assistance (TA) Schools</td>
</tr>
</tbody>
</table>

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.

Here at P.S. 91Q, in order to ensure that all staff members are highly qualified to interact with, instruct, and support all of our students, we have established a P.L. Team that is comprised of one teacher from each grade, one cluster teacher, and all out of classroom instructional personnel. This team works in conjunction with administration, and the FSC through the SPLP Pilot program to create a Professional Learning Plan that supports all of our teachers' professional learning goals.

Through the analysis of Advance Data, and student achievement data, informed decisions are made regarding teacher placement in different grades. Candidates for newly created positions are vetted through an interview process, and demonstration lessons to ensure that they have the tools necessary to support our students. Many candidates are selected for the interview process based on their Open Market interest.

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).

Here at 91Q we believe in a collaborative approach to learning, and our mindset is that of constant growth and learning. Our P.L. team meets monthly to work on our P.L. Plan to ensure that teachers are receiving training in their specific areas of need. In conjunction with the FSC, we work to identify the best training available to support their growth and development throughout the school year.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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 transition our students from early childhood programs into elementary school programs by incorporating our early childhood educators within our Professional Learning Plans to ensure a seamless instructional environment once the children step up. Pre-K - 5 teachers are represented on our vertical team, and all learning is across the grades.

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.
Here at 91Q we have a MOSL team in which each grade level is represented. We have a data specialist who works in conjunction with all teachers to ensure that they are knowledgeable about how to analyze data, and make informed instructional decisions around it. We work collaboratively to norm and align all assessment practices so that the data that we gather is cohesive.

4c. “Conceptual” Consolidation of Funds in SWP Schools
Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts))</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Column A (Verify with an (X))</td>
<td>Column B (Section Reference(s))</td>
</tr>
</tbody>
</table>

2018-19 CEP

44
<table>
<thead>
<tr>
<th>Title I Part A (Basic)</th>
<th>Federal</th>
<th>$270,495</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$77,897</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$12,366</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$4,360,691</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(required for all Title I schools)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th><strong>Parent and Family Engagement Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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. The Richard Arkwright School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Richard Arkwright School</strong> will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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

---

**Parental Involvement and School Quality**

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., ESSA/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 ESSA;

● 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;

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
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<tbody>
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<td>The school will further encourage school-level parental involvement by:</td>
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</table>

● 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.

**Parent Involvement Policy**

P.S. 91, Queens

The Richard Arkwright Elementary School
School Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 091, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 91Q 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., ESSA/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 ESSA;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

P.S. 091, The Richard Arkwright School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

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

• using academic learning time efficiently;

• respecting cultural, racial and ethnic differences;

• implementing a curriculum aligned to the Common Core State Learning Standards;

• offering high quality instruction in all content areas;

• providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

• conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

• convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
• arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

• respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

• providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

• involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

• providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

• ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

• ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

• notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

• arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;

• planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

• creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

• assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
● sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

● supporting parental involvement activities as requested by parents;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

● check and assist my child in completing homework tasks, when necessary;

● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

● set limits to the amount of time my child watches television or plays video games;

● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

● encourage my child to follow school rules and regulations and discuss this Compact with my child;

● volunteer in my child’s school or assist from my home as time permits;

● participate, as appropriate, in the decisions relating to my child’s education;

● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

● respond to surveys, feedback forms and notices when requested;

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
III. Student Responsibilities

Student Responsibilities:

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

School-Parent Compact

P.S. 91, Queens

The Richard Arkwright Elementary School

68-10 Central Avenue

Queens, NY 11385

(718) 821-6880

FAX (718) 386-0216

Principal Assistant Principal

Gregory Filippi PennyPsahos

School-Parent Compact

P.S. 91Q and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) (participating children), agree that this compact outlines how the parents, the entire school staff and the students will share the responsibility for
improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the rigorous standards as set forth by the Common Core Learning Standards. This school-parent compact is in effect during school year 2017-18.

Required School-Parent Compact Provisions

School Responsibilities

PS 91Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the Common Core Learning Standards as follows: Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the State's student academic achievement standards by providing staff development to all staff and hiring highly-qualified teachers.

2. Hold parent-teacher conferences (at least 3 annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall of 2017 and spring of 2018.

3. Provide parents with frequent reports on their children's progress. Specifically, the school provides reports as follows: Report Cards are distributed to parents in November, March and June.

4. Provide parents reasonable access to staff. Specifically, staff is available for consultation with parents as follows: Meet the Teacher in the fall of 2017, Parent-Teacher Conferences in the fall of 2017 and two in the spring of 2017, parent conferences during teacher preparation periods and Tuesday afternoons during parent engagement. All teachers are available via e-mail on the PS 91 website.

5. Provide parents opportunities to participate in their child's class and to observe classroom activities as follows: Open School Week, content specific celebrations.

6. Involve parents in decision making regarding resources needed for the school.

7. Involve parents through the SLT 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 school's participation in Title I, Part A programs
and to explain the Title I, Part A requirements and the rights of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to maximize parent involvement. All parents of children participating in Title I, Part A programs (participating students) and will be encouraged to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities and translated in a language those parents can understand.

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

10. 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. The school will respond to any such suggestions.

11. Provide to each parent an individual student report about the performance of their child on the State assessments.

12. 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 Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
• Staying informed about my child's education and communicating with the school by promptly reading all notices 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, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the Common Core Learning Standards. Specifically, we will:

• Do my homework every day and ask for help when I need to.

• Read at least 30 minutes every day outside of school time.

• Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

• Obey school policy

• Follow the discipline code.

SIGNATURES:

___ PS 91 Q _____________________ ___________________________ ____________________________

SCHOOL PARENT(S) STUDENT

_____________________________________________________________
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

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**Part A: School Information**

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
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</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

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

The direct instruction component of the program will consist of (check all that apply):

- ☒ Before school
- ☐ After school
- ☐ Saturday academy

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
## 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: _____

#### Rationale:

Title III provides English Language Learners with supplemental instruction in a before school program. All Entering, Emerging and Transitional ELL students received invitation letters to the Title III program. The before school program addresses instruction to improve literacy in the content areas. The program will utilize the Imagine Learning English computer program or (ILE) and small group strategy lessons based on Data generated from areas of need from the NYSESLAT results, the ILE computer program individual assessment data results and writing strategy lessons.

Imagine Learning English is an engaging language and literacy software program that accelerates English learning. It is focused on oral language, academic vocabulary, instruction in the five essential components of reading, and strategic first-language support. Kids learn through videos, pictures, glossaries and direct translations. It provides explicit instruction in phonological awareness, phonics, fluency, vocabulary and comprehension. ILE also provides aid in listening comprehension through selective listening, verbal and non-verbal clues and specific words and phrases. In addition to providing a vehicle for strengthening grammar skills. It engages students to work on their oral fluency by listening, repeating and recording phrases into the program.

The research based, standards aligned ILE program automatically adapts and differentiates to the needs of the individual English Language learner.

This program in combination with grade level data based strategy lessons provided by the ENL instructors will help our ELLs to rapidly acquire the language needed to succeed.

#### Subgroups and grade levels of students to be served:

The instructional program will service ELLs in grades K-5 who score at the entering, emerging and transitional levels on the NYSESLAT. Teachers will provide supplemental instruction in alignment with the ESL and Common Core standards taking small groups of children in grades K & 1, 2 & 3 and 4 & 5 respectively. We will use ESL strategies to help students meet the standards and through this, achieve higher scores on the NYSESLAT and other state assessments. Entering and Emerging ELL’s will be taught using ESL strategies to aid them in grasping the challenging vocabulary in the content areas. Transitioning students will continue to be challenged by ever more rigorous materials to enhance their educational experience. Instruction will concentrate on improving literacy in content areas.

The class will consist of 25 minutes of direct instruction with Data driven strategy lessons given by our ENL and content area instructors followed by 20 minutes utilizing the Imagine Learning English computer program. The ENL teacher will use special strategies to assist our ELLs in
## Part B: Direct Instruction Supplemental Program Information

their language acquisition. The ENL teacher will also assist the content area teachers with such strategies. Strategy lessons will be grade and skill appropriate in all four modalities (speaking, listening, reading and writing).

**Schedule and duration:**

The before school morning program will be from October 2018 to June 2019. It will meet on Mondays, Tuesdays and Wednesdays for 45 minutes from 7:15 to 8:00AM.

**Language of Instruction:**

The language of instruction from the teachers will be in English. However the ILE computer program does provide 1st language support for all students.

**# and Types of Certified Teachers:**

Three teachers will will work in this program. One certified Bilingual Education teacher and two certified content area teachers. The Certified Bilingual Education teacher will be responsible for scaffolding instruction using ESL strategies to meet the need of our students enrolled in the program. One common branch teacher is a reading intervention teacher who is expert on providing reading strategies for struggling learners. The other common branch teacher is a content area specialist.

**Types of Materials:**

The purchase of the Imagine Learning English licences are to address the needs of our ELL students. They will only be used during the Title III morning program. These licenses will allow us to generate data driven teaching materials from the program to address such needs in literacy as phonemic and phonological awareness, decoding and word recognition, spelling, pre-reading strategies, fluency and oral reading skills, comprehension strategies and handwriting. Students will also use materials from Getting Ready For The NYSESLAT differentiated by grade.

## 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: ______

Title III Professional Development will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching English Language Learners and the implementation of the Imagine Learning English Program. Five, 50 minute ESL workshops will be given. ESL instructors will give the workshops. NYSESLAT Data analysis will be provided to classroom teachers of ELL students and the ELL teachers by the Data Specialist. It will also focus on how to prepare ELL students in all grades to meet and exceed NYC and NYS ESL learning and performance standards and achieve higher scores on all city and state assessments. The workshops will also focus on NYSESLAT and scaffolding. Both school
Part C: Professional Development
assigned certified ESL teachers will train teachers participating in the professional development. The teachers working the before school instructional program will receive a total of six (6) hours of professional development given by in house ESL teachers and ESL consultants brought in by the school to enhance the Title III instruction in November, December 2016. Professional Development will include but not be limited to such topics as:

• 2 Hours and 40 Minutes of Instruction on the implementation of Imagine Learning English, 2 (80 Minute sessions) on Jan 8th and 22nd, 2019.
• 1 Hour and 20 Minutes Using the NYSESLAT results to drive instruction, 1 session in December 3th, 2018.
• 1 hour of Assessment ILE data analysis, 1 session on December 10th, 2018.
• 1 Hour of Instructional modifications, 1 session on December 17th, 2018.

The follow up will be given by formal and informal observations by the Title III supervisor.

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: ________

PS 91 translates all important parent notifications into various languages as needed by our multi-ethnic school staff. All translations are done in a timely fashion so that our parent community can be adequately informed. At our Parent Information Center our Parent Coordinator provides parents with language translation via computers and pamphlets. Oral translations are provided via telephone or in person to assist our immigrant population. Translations are performed by staff members with the option of being performed by an outside contractor if necessary.

All workshops provided to parents will take place from October 2018 through June 2019. They will be given by our Parent Coordinator, ELL Teachers and Administration. Our Parent Coordinator will provide translations to ELL parents as they are needed. The school also provides translations by our multi-ethnic school staff. All parents who have students in the Title III and who have ELL students are invited to attend. We give these workshops because our ELL students tend to perform below standards on the NYS ELA and Math examinations. By attending these workshops it is our hope that it will provide a better understanding of what is expected of their children to meet the standards.

• Workshop on IXL, 1 one hour session on November 27th, 2018.
• Workshop for parents of upper grade students on how to prepare for the State ELA and Math Assessments, 1 one hour session on December 4th, 2018.
### Part E: Budget

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

**Allocation Amount:** $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
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<td></td>
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<tr>
<td>Purchased services</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12,366</strong></td>
<td><strong>N/A</strong></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Queens</td>
<td>091</td>
</tr>
</tbody>
</table>

School Name: The Richard Arkwright School

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gregory Filippi</td>
<td>Penny Psahos</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Frank Sciarratta</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>Teacher/Subject Area</th>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jonathan Silverman</td>
<td>N/A</td>
<td>Jadwiga Stachura/ENL</td>
<td>Susan Segan</td>
<td>Madeline Chan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Venus Verdone</td>
<td>N/A</td>
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</table>

<table>
<thead>
<tr>
<th>Parent Coordinator</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veronica Feliciano</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>698</td>
<td>96</td>
<td>13.75%</td>
</tr>
</tbody>
</table>
**Part II: ELL Demographics**

### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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</thead>
<tbody>
<tr>
<td>TBE</td>
<td>0</td>
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<td>TBE</td>
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<tr>
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<td>DL</td>
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<td>DL</td>
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<tr>
<td>DL</td>
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<td>Total</td>
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</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
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<tr>
<td>Dual language program (DL)</td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

### Bilingual Program Breakdown

**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

The EDAT tool can be used to focus on the academic achievement of specific subgroups of students and to design effective instructional programs and/or interventions. The factors that can be analyzed include years of ELL service, NYSESLAT proficiency and progress, SIFE (Students with Interrupted Formal Education) status, home language, disability classification, attendance, age, credit accumulation, holdover status, grade level, ELA/math performance and progress, The Early Warning Indicator feature automatically calculates the number of risk factors exhibited and is color-coded to indicate students’ increased risk levels. The tool supports key stakeholders within school communities (superintendents, clusters, networks, school leaders, teachers, etc.) as they work to: • Identify the instructional and programmatic differences between specific subgroups • Design targeted, data-driven instructional programs to impact student learning • Document and share best practices across districts, clusters, networks, and schools • Highlight students who exhibit known risk factors in order to develop and implement targeted interventions. After analyzing the data provided by the EDAT we have determined that in grades K-5, ELL students had a challenge performing at a high level on the Listening Modality. Additional data indicates that
a strong area of need in our school is in the Writing Modality. The data shows that many children in grades 2-5 are performing at a low level with the largest need in grade 2. Though many of our ENL students made progress moving up levels on the NYSESLAT 23 students remained at the same level. The data indicates that they needed to improve their performance. As a result of this data, PS 91 has adopted the Teachers College Writing Workshop with all of it’s assessments to help our students become better writers. P.S. 91 uses the Fountas and Pinnell running records in grades K-2 to assess our ELL students. In grades 3-5 we use the Fountas and Pinnell running records along with the Baseline Math Assessments to assess our ELL students. The data on the EDAT also indicated that their is a need for improvement in The Reading modality in grades 2-5. Many of our ELL’s read one or two grades below their current reading level as measured by the Fountas and Pinnell running records. The lower reading levels have been attributed to our large ELL special needs population along with the nature of ELL students picking up the new language. In addition, P.S. 91 has adopted MYON Reading to help support student growth in ELA by providing each student with access to their own leveled libraries at home with which to work out of. In addition, many of our ELL’s receive AIS services to help them with their academic progress in the form of morning ENL program headed by a reading teacher and a bilingual specialist. We also formed an RTI team this year to help identify students at risk early on and help to provide them with the necessary Tier 1 and Tier 2 interventions. The teachers collaborate to create scaffolds in their instructional plans to help meet the multiple entry points of all students.

2. What structures do you have in place to support this effort?
F & P running records are administered at set intervals throughout the year. Then running records are analyzed and used to plan instruction. The results of The Teachers College Writing Workshop writing pieces and Math unit assessments which are administered throughout the year are used to drive small group learning, and increase the individualized instruction being provided. Reading, Math and Writing levels and needs are discussed at Professional Developments sessions on Monday afternoons, Data dives, and grade level conferences on a weekly basis. A Data Specialist Role has been assigned this year and they are creating spreadsheets to track the impact of the work. The teachers are working in structured Inquiry Teams and working through Inquiry Cycles that focus on our ENL Population as the main subgroup being studied. Fountas and Pinnel reading levels are distributed electronically via Google Drive and shared so that there is cross grade coherence.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
Success in our ENL program can be measured by how well the students assimilate into an English speaking classroom. In addition, student success is quantitatively measured by Fountas and Pinnell reading levels, and both periodic and standardized assessments. Current data trends indicate that 88% of our 3, 4 and 5 students scored at a 1 level on the ELA and 67% at a 1 Level on the State Math test. In our analysis the students have a very challenging time understating the passages and word problems. Our baseline writing assessments show our ENL writing far below grade level. With the incorporation of Teacher’s College Writing Workshop this year, we will use the On Demand writing pieces as baseline writing assessments to gauge students’ entry levels to the work. In addition, with the Instructional Focus for this school year revolving around how to increase conversations between students, questions and discussions will be used as formative tools for assessment. Our students benefit from the quality of instruction given to them. Success in ENL is measured not only by data and standardized tests but by the smiles of the children as they acquire a new found language.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Based on data the school creates instructional strategies to address interventions needed. PS 91 uses sheltered English, scaffolding strategies, computer based learning to provide needed interventions for our ENL students to help them to achieve greater success. These interventions are implemented throughout the year as necessary.

5. How does your school use 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.] PS 91 assesses our ELLs reading levels through Fontas and Pinell and writing through language structure analysis to determine ELL’s needs (Christina Celic, "English Language Learners Day by Day K-6"). ELL students in need of RtI are afforded all opportunities to participate in morning, and after school Title III Programs. Once data is gathered by the teachers they begin
to implement Tier 1 interventions within the classrooms. The students are tracked throughout the course of a cycle of 4-6 weeks and then impact of the intervention is assessed and adjusted as per individual student needs.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
Analysis of the NYSELAT and ELA has indicated that ELL students have performed at the lowest levels in the reading and writing modalities. The ELA exam indicated that out of 32 students in grades 3, 4 and 5 who took it 88% scored a Level 1, and that 12% scored a level 2. In regard to the state Math test 42 ELL students took it and 67% scored level 1, 21% scored level 2 and 11% scored level 3. An analysis of the Math State assessment and ELA shows that reading passages and word problems present a challenge in comprehension.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Based on analysis of the data PS 91 disseminates the findings to all staff during professional developments provided on Monday afternoons. Data is also shared through Google Drive that is set up by Data Specialist. All grades have two common prep periods a week in which key information is shared and acted upon. In addition, this year ENL students are one of the main focused subgroups that the teachers are analyzing and tracking for growth and improvement.

Part IV: ELL Programming

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.
      1a. ELL instruction at PS 91 is given in two ways. We employ a combination of integrated and standalone programs. Standalone programs are given to students who qualify for it based on the NYSESLAT score as per the CR Part 154.2 regulations. ENL Instruction in standalone programs mirrors the grade level instruction of the classrooms that the ENL students came from. They focus on scaffolding strategies to help them attain English proficiency. The general education students are placed in ENL classes. The special education students are placed in classes as per their IEP. The integrated ENL students are serviced in blocks of 45 minutes as per the days’ schedule and the needs of the students. Integrated instruction in classrooms is accomplished through the Teachers College Writing Workshop as well as the use of the Ready Gen reading curriculum. The program model for ELL service is heterogeneous block.
   b. TBE program. If applicable.
      N/A
   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)?
      Entering and Emerging students are given 1 unit of Stand-Alone ENL and 1 unit of Integrated ENL. Transitioning and Expanding students receive 1 unit of Integrated ENL and Commanding students will receive .5 unit of Integrated ENL. Entering and emerging students receive 360 minutes of service per week. Transitioning and Expanding students receive 180 minutes of instruction per week. Commanding students receive 90 minutes of instruction per week. PS 91 ensures that the mandated number of instructional minutes of explicit instruction are given to all of our ELL students by full licensed ENL instructors in both the Standalone and integrated ENL programs.
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.

Content area instruction is delivered in compliance with the legislative mandates and directives for each ELL program as described in CR Part 154. Content area instruction is delivered in all models at PS 91. The standalone and integrated models of instruction are delivered in English using a variety of teaching strategies. Students at P.S. 91 are continuously instructed within the core curriculum areas to meet the mandated content learning standards. Additionally Science and Social Studies instructional time allocation each week conforms to CR Part 154 requirements. The ENL teacher scaffolds the content area instruction by providing language structures in a small group setting. Some of the strategies used to accomplish this are, graphic organizers, visuals, multi-media, pictures, TPR, story maps, time lines, graphs, diagrams etc. Students use a wide variety of instructional materials to assist their language development within the core curriculum. Instruction is based on the students’ ability level, whether they are special education, newcomers or long term ELLs. The Ready Gen Program promotes small group work in both the verbal and written form. The model utilizes such strategies as authors chair, accountable talk, turn and talk and writing celebrations. The use of computer technology to assist the ELL students is available and will be increased each year to meet the needs of our language learners. 

Standalone and integrated models allow the ENL instructor to better service the ENL population in both small group and individual instruction through varied teaching strategies such as scaffolding instruction, partner stories, response groups, peer editing, maintaining journals, conferencing, read aloud, accountable talk, shared reading, as well as other strategies. ENL students are taught in the content areas through inquiry, modeling, word webs, graphic organizers, visuals and through the use of manipulatives. These are all in an effort to promote the learning of academic language in the content areas. Both the ENL teacher and the classroom teacher have a wide variety of materials to use with the children. Some of the materials used are leveled libraries with both fiction and non fiction books so children can read at the appropriate level, Imagine Learning English, Phonics, journals, visual aids, word and phonics games, Go Math, picture dictionaries, listening centers, charts, writing folders, writing centers and a wide variety of manipulative materials to be used in the content areas. All of these teaching techniques are designed to promote the learning of academic language for our ELL students so they can succeed in all areas of their education.

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

Based on the student's records and interviews with parents, we determine the amount of schooling the student has had in their home language. This, along with classroom observations, helps us to determine their level of literacy in their home language and bridge the gap between their home language and English. Ongoing assessment of home language skills does not go on throughout the year because P.S. 91 does not currently have any Bilingual classes which would constantly be evaluating the students in their home languages. There is also continuous congruence between ENL teachers and classroom teachers.

5. 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

PS 91 differentiates instruction for all subgroups. When a student enters PS 91 an analysis of the student’s past enrollment in school is conducted.

a. Teachers would implement other strategies to help these students move forward such as establishing partnerships in the classrooms. Flexible and differentiated groupings could be established to meet these students’ needs. ENL and classroom teachers could integrate to provide additional support for these students. At-risk counseling would be provided by our Guidance Counselor, Intervention Specialist and Parent Coordinator. If the student is determined to be SIFE (interrupted schooling), he/she is given RTI such as the Fundations Program (K-2) if shown needed. SIFE students often need additional help with their basic language acquisition. PS 91 uses strategies such as total physical response, repetition and visual aids in all content areas to help our SIFE students acquire English. We also provide the computer program, Imagine Learning English to assist them with their language acquisition. This help is provided by our fully certified ESL teachers using strategies to develop oral language and listening skills.
b. Newcomer ELLs are assessed to determine the level of performance. Appropriate teaching strategies are given to them such as TPR, partners, academic language webs and repetition to increase their English skills. They also use glossaries, word to word dictionaries, translated computer software, picture dictionaries and multicultural text. They are further supported through partnership and buddy systems. To accelerate our ELL students English, they are placed on computer program, Imagine Learning English, which differentiates instruction as per the individual students needs. Content specific scaffolds for language acquisition are provided to ELL students to assist them in class and to prepare them for the ELA. The students are also given RTI to help them succeed on all standardized tests as well as the classroom.

c. Students who are developing are assessed for their strengths and weaknesses in the English language. Based on the data collected on them (Running Records, Interim assessments, formal and informal assessments), an appropriate educational intervention in their area or areas of weakness are provided. PS 91 uses strategies such as total physical response, repetition and visual aids in all content areas to help our Developing students acquire English. AIS are provided in all 4 modalities as per the need of the student.

d. Long term ELLs are reviewed by our staff and administration to determine why the student has not yet become proficient in the English Language. After analyzing data, a specific AIS plan for each individual student is created to address their academic needs. Reading and writing interventions are provided are provided by small group instruction within the classroom during all curriculum areas.

e. ELL students who reach proficiency on the NYSESLAT are closely monitored for the next two years to see how they are performing on their own. They are service by an ELL teacher for .5 of a unit of Integrated HLA. PS 91 looks at all their data to determine if they are in need of any extra support. If the student shows some areas of weakness, AIS is provided for that student as per their need. All ELL students who have passed their NYSESLAT are still entitled to testing modifications for two more years. Upon passing the NYSESLAT, students are assessed by both formal and informal tools that classroom teachers use to determine if more academic interventions are needed.

6. 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?

Our ENL teachers use many instructional strategies to promote the learning of academic language in the content areas for our ELL-SWD’s. Our ELL - SWD students will use the ReadyGen and GoMath programs. Both programs provide scaffolds for ELL’s and SWD’s. They use grade level materials in both the Teachers College Writing Workshop and Ready Gen to instruct the students. Scaffolding strategies such as graphic organizers, computer based programs, word webs, Juicy work (sentence deconstruction), visuals, modeling, partner, Go Math manipulatives help promote the understanding of grade appropriate work. Ready Gen provides the teachers access digitally to the Scaffold Handbook which helps the teachers integrate different tasks for instruction. Teacher created curriculum maps that show differentiated tasks for ELL’s and SWD’s are shared via Google Docs and Office 365 so there is coherence across the grades.

7. 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?

Our ESL teachers integrate into Grade level ELL classrooms to provide the least amount of disruption to the daily schedules of our ELL’s and SWD learners. PS91 has two common preps on each grade so that both the ENL teachers and the grade level classroom teachers can be on the same page to support our ELL-SWD’s with attaining their IEP goals and language acquisition. We mainstream our ELL/SWD students to provide more rigorous academic instruction in the least restrictive learning environment. Students are exposed to additional strategies based on those suggested on the Engage NY website. Flexible programming is being implemented this year to ensure that ALL students needs are being met through additional support within small group learning individualized to meet them at their access points.

8. 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.
PS 91 uses many intervention programs both in and out of the classroom to better service our children who are in need of extra help. After a school wide data analysis we were able to identify the strengths and weaknesses of our students. This is done through inquiry work, analysis of conference notes, teacher observations and critical analysis of running records. We utilize The Wilson Reading Program, Engage NY, Imagine Learning English and LLI (Leveled Literacy Intervention) to help our struggling readers. We will continue to implement The Imagine Learning English Program for our ELL students this year. Ready Gen and Go Math scaffolding methods are used to help our ELL students in all content areas. It focuses on Social Studies, Science, Math and the development of content area vocabulary acquisition. Through the support of our Queens North Field Support Center, ENL teachers have been given professional development to teach content area subjects. PS 91 uses the support materials provided in Ready Gen and Go Math. Social Studies and Science are intertwined in non fiction Reading and Writing units of study.

Ready Gen and Go Math accomplish this task by scaffolding the content area curriculum over all learning levels. For our early grades, Fundations and word study programs are also given to our ELLs who are in need of AIS. Go Math is used to help our ELLs by scaffolding its approach to learning Math. The continued focus is the learning of academic vocabulary in all content areas. All AIS is taught in English to our ENL students. Content specific scaffolds for language acquisition are provided to ELL students to assist them in class and to prepare them for the ELA. The students are also given AIS to help them succeed on all standardized tests as well as the classroom.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Data and trends indicate that there is a very strong need for ELL to make gains in their reading, writing and Math proficiency. We have implemented inquiry teams to analyze this data and come up with workable strategies to augment ENL instruction throughout the school. This coming year there will be an increased use of technology in the classroom for educators and ELL students.

10. If you had a bilingual program, what was the reason you closed it?
N/A

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All school programs offered to non-ELL students are also offered to ELL students. All ELLs are entitled to come to our before school and after school programs. They are invited to these programs via letter. ELL students stay for our extended day program to get more targeted AIS in both English and Math. ELL’s participate in all curricular and extracurricular programs, such as computer based programs like Imagine Learning English, MYON Reading etc. They participate in all classroom educational instruction as well as assembly programs and trips.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Both the ENL teacher and the classroom teacher have a wide variety of materials to use with the children. Scaffolded instruction is provided to our ELLs to support the instruction in the Teachers College Writing Workshop, Ready Gen and Go Math. PS 91 uses computer based programs like Imagine Learning English program, MYON Reading to help support our ELL’s in English. Some of the other materials used are leveled libraries with both fiction and non fiction books so children can read at the appropriate level, journals, visual aids, word and phonics games, graphic organizers, computer based English and math programs, picture dictionaries, listening centers, charts, writing folders, writing centers and a wide variety of manipulatives to be used in the content areas. Both the classroom teacher and the ENL teacher utilize these strategies on a daily basis to help assess student’s needs and the products that they produce. Entering and Emerging students are taught with more hands on materials such as visuals with labels, graphic organizers, books with pictures and conversation cards. Transitional and Expanding students are taught with appropriate scaffolds such as graphic organizers, shared reading and writing and guided reading to help them attain language proficiency.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
In our ELL and regular classrooms HLA is supported through the use of the Imagine Learning English computer program and its home language support which this program provides. Some home language books, glossaries, dictionaries and access to the internet help students acquire content area knowledge in our classrooms. Whenever possible, our students are paired with
other speakers of their home language to act as translators. Our school is very culturally diverse and celebrates all our student’s cultures. PS 91 currently does not have any TBE or Dual Language programs. Home language support may be given in Free Standing ENL programs in a variety of ways. Home language libraries and textbooks are available for ELLs who require their support. Technology based programs such as Imagine Learning are used. Home language support. In addition, classroom and support teachers may give home language support to individual students on a case by case basis.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
All required support services and resources for ELLs are determined according to the individual students’ grade and ability as indicated by their NYSESLAT results. AIS providers also support students according to their individual needs. Student peers provide assistance to students who speak the same language when possible. All required services, support, and resources that correspond to ELL’s according to their ages and grade levels are met through collaborative planning time being built into the schedule for the grade teams and ELL teachers to meet. All ENL students receive their full services/resources and support by licensed ENL instructors as well as both classroom and out of classroom staff that work with them.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
Both the ENL teacher and the classroom teacher have a wide variety of materials to use with the children. Scaffolded instruction is provided to our ELLs to support the instructions in Ready Gen and Go Math. PS 91 uses computer based programs like Imagine Learning English program, MYON to help support our ELL’s in English. Some of the other materials used are leveled libraries with both fiction and non fiction books so children can read at the appropriate level, journals, visual aids, word and phonics games, graphic organizers, computer based English and math programs, picture dictionaries, listening centers, charts, writing folders, writing centers and a wide variety of manipulatives to be used in the content areas. Both the classroom teacher and the ENL teacher utilize these strategies on a daily basis to help assess student’s needs and the products that they produce.

16. 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).
Parents of newcomers are invited to the Jump Start Program before the beginning of the school year. The goal of this program is for parents of newly enrolled ELLs and the students themselves to become familiar with the program options and the staff members. Parents are given a tour of PS 91 prior to enrollment of their child to familiarize themselves with the school, classes available and our school policies. Our parent coordinator meets with them to discuss any concerns they might have. ENL parent workshops are provided during the year by the parent coordinator to help address any their concerns. Our school website which has a translation function on it helps disseminate information to parents in their home language. Letters sent home are posted on this website and can be translated with the click of a button. Parents of new ELLs are given an ELL orientation whenever they arrive during the school year. Students are afforded the opportunity to take part in all morning and after school programs that PS 91 offers. All parents are met with by the ENL teacher at least once a year in addition to parent conferences to discuss the needs and progress of their child.

17. What language electives are offered to ELLs?
PS 91 does not offer language electives to our students.

18. 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) EEs 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
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 and non-pedagogic staff.) 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?

The PD’s will include teaching strategies, demonstrations, and ENL information crucial to educators. Support is provided by Queens North Support Field Center, ENL staff developers and the sharing of best practices among colleagues who teach ELLs. Outside ELL PD’s are shared among teachers of ELLs. Teachers of ELLs participate in numerous professional development opportunities including those offered by OELL and our regional support personnel and the sharing of in house expertise. These PD’s help the staff to maintain 15% of the PD hours in ENL instruction as required. ENL teachers attend PD’s both in school and outside PD’s to maintain their 50% PD hours in ENL instruction. All PD opportunities help our ELL teachers better prepare our students to meet the CCLS. Some of the professional developments given will be:

- November 60 minute ENL workshop on strategies for ELL instruction on aligning ENL with core curriculum instruction.
- December 60 minute ENL workshop on the four modalities of the NYSESLAT
- January 60 minute ENL workshop on developing effective classroom environments for the ENL for Beginning and Newcomer ENL students.
- February 60 minute ENL workshop on strategies for preparing for the NYSESLAT
- May 60 minute ENL workshop on sharing best practices and reflecting on the new NYSESLAT

2. 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.

Our staff receives support to assist ELLs in their smooth transition to middle school. Such support includes parent teacher conferences, interpretation of records and middle school requirements and articulation among teachers of elementary and middle schools. Our ENL professional development is geared to help the staff help ELL students to achieve the Common Core and NYS ENL standards in both ELA and math. The staff including the Principal, Assistant Principals, Paraprofessionals, Guidance Counselors, Parent Coordinator as well as all teachers and related service providers who work with ELL students will receive five 60-minute ENL workshops. ENL specialists both in house and outside providers will give these workshops. It will also focus on how to prepare our staff to help ELL students in Grades K-5 to meet and exceed the Common Core and NYS ENL learning and performance standards and achieve higher scores on all city and state assessments. In addition, professional development is also given during the ten 50 minute grade conferences on strategies for teaching ELL’s. We will also have staff development on ELL strategies during our professional development days during the year. Staff members are also made aware of all ELL professional development opportunities available through the OELL. We plan to implement professional development for classroom teachers to instruct them in ENL strategies and methodologies. Information regarding standardized tests is also provided. These PD’s help the staff to maintain 15% of the PD hours in ENL instruction as required. ENL teachers attend PD’s both in school and outside PD’s to maintain their 50% PD hours in ENL instruction. Records of PD’s are maintained in a binder in the Principal’s office. Some additional workshops provided are:

- November 60 minute ENL workshop on strategies for ELL instruction on aligning ENL with core curriculum instruction.
- December 60 minute ENL workshop on the four modalities of the NYSESLAT
- January 60 minute ENL workshop on developing effective classroom environments for the ENL for Beginning and Newcomer ENL students.
- February 60 minute ENL workshop on strategies for preparing for the NYSESLAT
- May 60 minute ENL workshop on sharing best practices and reflecting on the new NYSESLAT
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?

P.S. 91 has a built in parent communication time each week on Tuesday afternoons right after school that enables the ENL teachers to provide for individual meetings for parents with ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. Appointments are set up throughout the year by the ENL teacher for these conferences. If interpretation or translation is required it will be provided by our staff or the Language Interpretation Unit. Copies of sign in sheets, parent letters and phone logs will be kept by the ELL teacher in a binder.

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

The parents of ELL students are invited to attend Parent Orientation meetings conducted by our parent coordinator. Parent Orientation meetings are held during the year. The first is held in September with ENL teachers and the Parent Coordinator. The meeting is designed to inform parents about the ENL programs that are available at P.S. 91 and around the city. Parents are given a survey and they make an informed choice as to which ELL program will be best for their child. The parents can ask questions, read about the programs and watch an informative video. A designated parent developer along with ENL teachers are at hand to assist the parents in their choice of programs. Students who are eligible for ENL are placed in an available program based on parent choice. Notification letters in various languages are sent to the parents of all ELL children. Letters in various languages are sent home to parents to invite them to attend additional workshops during the year to learn about, assessments, standards, new curriculum and how to help their child at home. Translation services are provided through our parent coordinator to meet the needs of our ELL parents. PS 91 has a website that parents can use that describes all activities that go on at school. The website provides access to administration, teachers and the parent coordinator by email. Translations are also available on our website into native languages. A needs assessment is sent out to our parents so they can pick workshops that they would like to attend. Workshops are then scheduled. This is done to meet the needs of our parents.

Additional Information

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

Paste response here:
**Part V: ELL Identification Attestation**

**Principal Certification**

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Gregory Filippi, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   - If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   - The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   - If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   - Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   - Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    - If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    - If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gregory Filippi</td>
<td>Principal</td>
<td></td>
<td>10/13/17</td>
</tr>
<tr>
<td>Penny Psahos</td>
<td>Assistant Principal</td>
<td></td>
<td>10/13/17</td>
</tr>
<tr>
<td>Veronica Feliciano</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/13/17</td>
</tr>
<tr>
<td>Jonathan Silverman</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/13/17</td>
</tr>
<tr>
<td>Venus Verdone</td>
<td>Parent</td>
<td></td>
<td>10/13/17</td>
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<tr>
<td>N/A</td>
<td>Teacher/Subject Area</td>
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<td>N/A</td>
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<tr>
<td>N/A</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>N/A</td>
<td>Coach</td>
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<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Frank Sciarratta</td>
<td>School Counselor</td>
<td></td>
<td>10/13/17</td>
</tr>
<tr>
<td>Madeline Chan</td>
<td>Superintendent</td>
<td></td>
<td>10/13/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Field Support Center Staff Member</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Other N/A</td>
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<td>N/A</td>
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<tr>
<td>Jadwiga Stachura</td>
<td>Other ENL Teacher</td>
<td></td>
<td>10/13/17</td>
</tr>
<tr>
<td>Susan Segan</td>
<td>Other Related service provider</td>
<td>10/13/17</td>
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</tbody>
</table>
**2018-2019 Language Translation and Interpretation Plan for Parents**

*Requirement under Chancellor’s Regulations A663 for all schools*

**DBN:** Q24091  **School Name:** The Richard Arkwright School  **Superintendent:** Madeline Chan

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

The primary language of the parent is determined by the interview given during the Home Language Survey. Parents are asked on the HLIS form in what language they wish to correspond. If a language other than English is needed, an interpreter is provided by the school for all communications with the parent. Home Language Identification Surveys are retained by the ESL specialist and classroom teacher in the students cumulative file. Emergency cards are all maintained in our schools general office. Funds are available for paraprofessionals and school aides to be present for open school night so that translations can be made at teacher/parent request. PS 91 insures that all parents who do not speak English can have information adequately disseminated to them in their native language.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 2015 approximately 33% of our ELL population speaks Spanish, 28% speak Arabic, 3% speak Albanian, 11% speak Polish, 15% speak Romanian, 2% speak Italian and 8% speak languages other than the ones mentioned above. Whenever necessary a written or oral translation is provided in a timely manner to them to ensure continued participation in the school community. We have a Bilingual parent coordinator to help assist in oral translations. Oral translations are provided by our multilingual staff to assist parents during parent teacher conferences as necessary. During PA meetings, meet the teacher and parent orientation meetings, it has been made known that oral translation services are available on request.</td>
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3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 91 translates all important parent notification into various languages as needed by our multi lingual school staff. All translations are done in a timely fashion so that our parent community can be adequately informed. Signs are posted indicating the availability of translations services as you enter the school. Below is a list of documents that are translated and disseminated every school year:</td>
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<tr>
<td>1) The Parents' Bill of Rights - First week of school.</td>
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<td>2) Student/Parent Handbook - September</td>
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<tr>
<td>3) Monthly Calendar/Newsletter - end of previous month beginning in September (this calendar/newsletter includes all information about SLT, PTA)</td>
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<tr>
<td>4) Meet the Teacher/Open House information - First week of school</td>
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<td>5) Parent/Teacher Conference notices - Week of 10/19/15; Week of 2/8/16</td>
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<tr>
<td>All announcements, documents and letters distributed are also uploaded to the school's website at <a href="http://www.ps91q.com">www.ps91q.com</a>. Parents are able to click on the language needed and the documents will be immediately translated online.</td>
<td></td>
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<tr>
<td>Oral translations are provided via telephone or in person to assist our immigrant population. Translations are performed by staff members with the option of being performed by an outside contractor if necessary.</td>
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</table>

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, when they will occur, and plans to provide interpretation at those meetings.
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of [Chancellor’s Regulation A-663](#) and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)
Welcome Poster will be displayed in the main lobby and in front of the Main Office. The Parents' Bill of Rights will be distributed to parents the first week of school. Parents' Bill of Rights and Parents' Guide to Language Access will be posted outside the Parent Coordinator's office and on the P.S. 91 website. The security desk and main office will be furnished with a Language ID Guide.

Part E: Monitoring Provision of Language Services
Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Questions will be added to all parent workshop/event reflection sheets and surveys to gather feedback from parents. In addition, a feedback form will be added to our school website.