2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
  - Section 5A Framework for Great Schools Element - Rigorous Instruction
  - Section 5B Framework for Great Schools Element - Supportive Environment
  - Section 5C Framework for Great Schools Element - Collaborative Teachers
  - Section 5D Framework for Great Schools Element - Effective School Leadership
  - Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

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

District Information

Geographical District: 10
Superintendent: Maribel Torres-Hulla
Superintendent’s Office Address: 1 Fordham Plaza Room 835, Bronx, NY 10458
Superintendent’s Email Address: MHulla@schools.nyc.gov
Phone Number: 718-741-5852
Fax: 718-741-7098

Field Support Center (FSC)
Bronx

FSC: 

Executive Director: 

1 Fordham Plaza, Bronx, NY 10458

Executive Director’s Office Address: 

Executive Director’s Email Address: 

Jruiz22@schools.nyc.gov

Phone Number: 718-828-7776 

Fax: 718-828-6280
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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>
</tr>
</thead>
<tbody>
<tr>
<td>Meridith Nasjlett</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Tracey Ball-Douglas</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Franchesca Winston</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Dorla Sidberry</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Quanisha Clifford</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Ann Rodriguez</td>
<td>Member/Chairperson UFT</td>
<td></td>
</tr>
<tr>
<td>Gisel Estrada</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Shana Parker</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Tia Jasper</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Florencia Nava</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
</tr>
<tr>
<td><strong>Trust</strong></td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
</table>

**MISSION STATEMENT**

Our **P.S. 91 mission statement** is: We will provide a well-rounded education by:

- Supporting our staff with culturally responsive strategies and our students with positive behavioral and academic interventions to increase student outcomes.
- Ensuring successful teacher practice with collaborative planning, interventions, coach support, and ensuring effective school leadership by employing distributive leadership.
- Leveraging resources through professional development to support teachers in implementing rigorous instruction and culturally responsive practice.
- Communicating more effectively with all constituents to create strong staff, family and community ties.

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.

**CONTEXTUAL INFORMATION**

P.S. 91 is an elementary school in the University Heights section of the Bronx serving 658 students in grades K-5. It is presently a school in good standing in terms of NYSED accountability. We have General Education, Special Education (ICT and Self-Contained), ENL, and Bilingual classroom settings. We also offer support services that include ENL support, counseling, SETSS, occupational therapy, physical therapy, as well as mono- and bilingual speech therapy. Student attendance is 92%. Meridith Nasjletti has been principal at this school for 8 years.

**SPECIAL INITIATIVES**

Arts: We are very proud of our ever growing Arts program. We now have one dance teacher, two certified music teachers, one certified art teacher and most recently, a certified theater teacher. The music teachers organize concerts in the Winter and Spring that are enjoyed by the entire school community, including parents and elected officials. One of our music teachers runs a Select Choir and the other a String Orchestra program for our 4th and 5th grade students. We are also proud of our growing dance program and our new theater enrichment program. Our Arts program is also supported by outside partnerships from Bronx Opera to Jazz at Lincoln Center to Material for the Arts. These art programs have had a positive impact on parental involvement and increased the opportunities to invite parents into school. Rosie’s Theater Kids is our most recent grant addition.

PBIS: We are excited to be entering our fifth year of our school wide Positive Behavior Interventions and Support (PBIS) program. We have created a Social Emotional Learning Center to support a shift to a more positive discipline structure. District ten School Mental Health Consultant will be on site to support this initiative. We will be launching professional development in Social Emotional Learning (RULER), Crisis De-escalation, Culturally Responsive teaching and stress reduction techniques with the addition of a Health and Wellness teacher. Students are expected to meet school wide behavioral expectations of "Bee Safe, Bee Respectful and Bee Responsible" at all times. We used to reward students with “bee bucks” but as a result of our Responsive Classroom training, we have decided to forgo this reward system in an effort to teach our students to do the right thing because it is the right thing to do. This program is evident throughout the school building in classrooms, in hallways and in the cafeteria/auditorium and outside recess area. Each class’s schedule also integrates the Responsive Classroom practices of Morning Meeting, Quiet Time, and Closing Circle. During the 2015-16 school year we expanded our PBIS program to include Character Education. The first of every month, each class engages in a grade-specific read aloud centered around a common theme (responsibility, honesty, cooperation, etc.). At the end of each month, each teacher selects a students of the month that exemplified the month’s theme and two honorable mentions. In the 2018-19 school year we are expanding our PBIS program by introducing the RULER program, an evidence-based approach for integrating social and emotional learning into schools, developed at the Yale Center for Emotional Intelligence.

Professional Learning: This is the second year that we have organized our Monday PD sessions around Professional Learning Cycles (PLCs). This structure allows us to differentiate professional development according to the needs of our teachers and students. It also provides opportunities for teacher choice and vertical alignment. Staff members also participate in professional learning opportunities with the Bronx Field Support Center. All staff members who attend professional development outside of the building are required to turn-key their learning to staff. This past school year we have added intervisitation to our professional learning program. 100% of our teachers participated in at least one intervisitation to share best practices and develop coherent instruction. In the 2018-19 school year, our
Intervisitations will focus on small group reading instructional strategies. We have developed a digital platform for teachers to share resources they find and develop through their professional learning. The digital platform also helps us keep track of the intervisitations and PDs attended by teachers.

Athletics: We are very proud to say that the PS 91 Tigers are two-time After School Athletic Program (ASAP) District 10 Champions! The basketball games have helped to improve our school’s culture, helped support the personal behaviors that will help our students be college and career ready, as well as provide additional opportunities for parent engagement. This year we achieved All-Star status through the Move-to-Improve program, a free classroom-based physical activity program that helps elementary school teachers enhance their lessons with activities that get students moving. We have two physical education teachers. One is a certified PE teacher and the other was selected by the DOE to facilitate a multi-session citywide Phys Ed PLC.

STRATEGIC COLLABORATIONS AND PARTNERSHIPS

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

The program Jazz for Young People on Tour: Let Freedom Swing: Conversations on Jazz and Democracy, in-school concert series. Jazz for Young People on Tour brings outstanding jazz artists and performances to NYC and metropolitan area schools.

This year we will continue our partnership with Materials for the Arts. The residency program brings MFTA to our school to enhance curricula in social studies and language arts. Teaching artists lead workshops in reuse and project-based learning that are aligned to the Common Core Standards and Core Knowledge Language Arts. MFTA works with grades 1-4 to integrate art into their culminating task.

Our partnership with Monroe College have brought about a dozen college students enrolled in education programs into our classrooms to work directly with our teaching staff and to provide additional support to both teachers and students. This year we are expanding our student teacher partnerships to include Manhattan College.

This year we are adding a new partnership with Early Reading Matters. Through the Early Reading Matters, teachers will learn how to implement research-based strategies, identify and use high quality texts, and align teaching to the Common Core standards, while being mindful of the needs of very young students. As an important element, they also build the capacity of early literacy teacher leaders to sustain this work. Early Reading Matters’ literacy coaches will provide teachers with targeted support in effectively planning and executing the components of the reading block, frequently assessing students, and engaging in collaborative inquiry.

3. Describe any special student populations and what their specific needs are.

The student population is 75% Hispanic, 17% Black, 4% Asian, 2% White, and 1% American Indian. There are 548 English Language Learners, 40% of our students. Students with special needs comprise 21% and 244 students (32%) live in temporary housing. Our NYC DOE “Poverty” count is 94% which is based on the number of students with families who have qualified for free or reduced price lunch, or are eligible for Human Resources Administration (HRA) benefits.

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.
2016-17 Quality Review Celebration: School Culture

During the 2016-17 school year, we had a very successful Quality Review. We were rated well developed in both indicators for School Culture, 1.4 and 3.4 (as well as 1.3). Our reviewer, Dr. Marian Wilson found that "The school’s approach to culture building, discipline, and social emotional support is derived from their belief in educating the whole child. Structures are in place so that each child is well known by at least one adult who checks in with students on a regular basis." The impact of this work is that "the clearly defined and implemented system for consequences and rewards has resulted in a safe and inclusive culture where student leaders are meaningfully involved in decision-making efforts. Having students improve their ability to self-regulate, work with others, and persevere through difficult tasks has led to fewer disciplinary incidents."

2016-17 Quality Review Area of Focus: 5.1 Monitoring and Revising Systems

On our last Quality Review, we received a rating of "Developing" on indicator 5.1. Our quality reviewer found that "although instructional cabinet meetings are held regularly, evaluation of teacher practices across all grades and subjects is inconsistent. While school leaders review data from observations, adjustments are not routinely made and there is uneven monitoring of the effectiveness of professional development trainings." As a result, school leaders and staff developed a process to regularly monitor and adjust decisions affecting the instructional core. The school’s instructional cabinet created a documented system to review policies in relation to their use of resources, effectiveness of teacher feedback, and quality of teacher teamwork. We are using SharePoint as our digital platform to share resources, track data, record and publicize meeting notes, and update curricular materials.

2017-18 PPO Areas of Celebration

4.1 At our last PPO, the superintendent celebrated that “it is evident in the Advance reports and your scheduling of observations, that you are committed to delivering timely feedback to teachers, with next steps for growth. I appreciate that you call on our TDEC to facilitate PD for your teachers in understanding of the expectations of the Danielson Framework for Teaching. Additionally, I noticed that you are committed to developing teacher leaders and your commitment to distributed leadership lives in actions such as, empowering your teachers to lead instructional initiatives, participate in the district and the FSC professional learning communities. Furthermore, your invite to teachers requesting they be part of the decision-making is promoting change and collaboration.

5.1 It is because of your reflective leadership that your school experience the success of increased student achievement and the revival of the community interest in PS 91. Programmatic changes, improvements in the rigorous assessments, and the wider recognition of the school in the district, speak to your leadership. Including evaluating existing practices, rigor of tasks, and, most of all, your intellectual and sensitive approach to facilitating change. I am confident that you will continue on this path throughout the year.”
### School Demographics and Accountability Snapshot for 10X091

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0K,01,02,03,04,05</td>
<td>727</td>
<td>No</td>
</tr>
</tbody>
</table>

#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>94</td>
<td>29</td>
<td>92</td>
<td>94</td>
<td>27</td>
<td>90</td>
</tr>
</tbody>
</table>

#### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Foreign Language</th>
<th># Music</th>
<th># Drama</th>
<th># CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>35</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Free Lunch</th>
<th>% Reduced Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.0%</td>
<td>91.8%</td>
<td>92.4%</td>
<td>0.6%</td>
<td>39.3%</td>
<td>20.5%</td>
</tr>
</tbody>
</table>

#### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7%</td>
<td>16.9%</td>
<td>4.0%</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

#### Years Principal Assigned to School (2018-19)

<table>
<thead>
<tr>
<th>% of Teachers with No Valid Teaching Certificate</th>
<th>% Teaching Out of Certification</th>
<th>Average Teacher Absences (2014-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2%</td>
<td>16%</td>
<td>7.6</td>
</tr>
</tbody>
</table>

#### ELA Performance at levels 3 & 4 (2016-17)

<table>
<thead>
<tr>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</th>
<th>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.4%</td>
<td>81%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>% ELA/Math Aspirational Performance Measures (2015-16)</th>
<th>N/A</th>
</tr>
</thead>
</table>

#### Overall NYSED Accountability Status (2018-19)

<table>
<thead>
<tr>
<th>Reward</th>
<th>Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

##### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>YSH</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>NO</td>
<td>YSH</td>
<td>YES</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

##### High School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>NO</td>
<td>N/A</td>
<td>NO</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>NO</td>
<td>YSH</td>
<td>YES</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

**Adequate Yearly Progress (AYP) in ELA (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>NO</td>
<td>YSH</td>
<td>YES</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

**Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>NO</td>
<td>N/A</td>
<td>NO</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Adequate Yearly Progress (AYP) in Science (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>NO</td>
<td>N/A</td>
<td>NO</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Adequate Yearly Progress (AYP) in ELA (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>NO</td>
<td>YSH</td>
<td>YES</td>
<td>ALL STUDENTS</td>
</tr>
</tbody>
</table>

**Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>NO</td>
<td>N/A</td>
<td>NO</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Adequate Yearly Progress (AYP) in Science (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>NO</td>
<td>N/A</td>
<td>NO</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Adequate Yearly Progress (AYP) in ELA (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>NO</td>
<td>N/A</td>
<td>NO</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>NO</td>
<td>N/A</td>
<td>NO</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Adequate Yearly Progress (AYP) in Science (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>White</th>
<th>Multi-Racial</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>NO</td>
<td>N/A</td>
<td>NO</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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

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.

Strengths

At the end of the 2017-18 school year, our overall reading proficiency according to Fountas and Pinnell Benchmark Assessments, 46% of our students read at or above grade level. 87% of 5th graders made at least a year’s growth in reading. Our universal literacy coach has been working with the K team throughout the 2017-18 school year focusing on increasing the effectiveness of instruction. She facilitated their implementation of literacy-based centers to increase the time they have to provide small group instruction.

Needs assessment

At the end of the 2017-18 school year, 36% of students in kindergarten read at or above grade level. 14% of Kinder students (16 students) were still non readers at the end of the year. 52% (62 students) were performing at a level 1, far below grade level. This is the largest percentage of level 1 readers in our school. The proficiency of our kindergarten readers has been steadily decreasing since 2015-16.

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, kindergarten teachers will engage in professional learning activities including viewing model lessons, foundational reading workshops, and looking at student work so that there will be a 5% increase in K reading proficiency according to the Fountas and Pinnell reading benchmark assessment.
### 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>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Reading Matters will provide professional development and modeling around interactive read aloud, guided literacy, shared reading, and independent reading. They will also build teacher capacity and support teachers ability to use data to drive instruction.</td>
<td>K Teachers</td>
<td>Sept 2018-June 2019</td>
<td>Admin, Literacy Coaches, Early Reading Matters consultant</td>
</tr>
<tr>
<td>Professional Development: Universal Literacy coach will continue to support the K teachers by providing professional development including, co-planning, co-teaching, modeling, and data analysis. She will also facilitate team meetings and intervisitations to share best practices.</td>
<td>K Teachers</td>
<td>6 week cycles from Sept 2018-June 2019</td>
<td>Literacy Coaches, Early Reading Matters consultant</td>
</tr>
<tr>
<td>Universal literacy coach will write and revise units of study to increase coherence across the grade and plan out the CCLS-aligned objectives. She will also work with the K literacy committee members and meet with grade teams to ensure teacher input and ownership.</td>
<td>K Teachers</td>
<td>Every 4-6 weeks, Sept 2018-June 2019</td>
<td>Literacy Coaches</td>
</tr>
<tr>
<td>Modify assessment cycle: Previously all incoming kindergarten students were assessed for F&amp;P reading proficiency in September. Now in order to focus on phonological awareness and phonics (letter, sound, and sight word identification as well as concepts of print), we are not testing all K students on F&amp;P in September. However, if a student scores a level 3 on all primary assessments, they will continue to be tested to find out their F&amp;P level.</td>
<td>K Teachers</td>
<td>Quarterly, Sept 2018-June 2019</td>
<td>Literacy Coaches</td>
</tr>
<tr>
<td>By October 1st all students should participate in small group reading instruction (literacy centers or pre-A/emergent guided reading).</td>
<td>K Students</td>
<td>Oct 2018</td>
<td>Literacy coaches, K teacher</td>
</tr>
<tr>
<td>Coaches and admin will periodically review assessment data and hold data talks with the teachers to support their data-driven instruction and ensure that students who are struggling to meet grade level expectations will receive the additional support needed. Coaches will also update admin on their ongoing support of teachers and their progress.</td>
<td>K Teachers</td>
<td>Quarterly, Sept 2018-June 2019</td>
<td>Admin, literacy coaches</td>
</tr>
<tr>
<td>ENL provider will support struggling ELLs in reading 5 periods a week focusing on reading, writing, listening and speaking strategies.</td>
<td>Kinder ELLs</td>
<td>Sept 2018-June 2019</td>
<td>ENL admin</td>
</tr>
</tbody>
</table>
### Introduce the CKLA supplement Language Studio with additional instructional supports for ELLs.
ELN AP will provide professional development for ENL teachers six times a year.

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsible Parties</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modify the reading curriculum to meet the needs of students with disabilities as outlined on their Individual Education Plans.</td>
<td>Kinder SWDs</td>
<td>Sept 2018-June 2019</td>
</tr>
<tr>
<td>Use technology such as iPads to access the Headsprout reading intervention program</td>
<td>Kinder SWDs and Tier 2 RTI Students</td>
<td>Sept 2018-June 2019</td>
</tr>
</tbody>
</table>

### 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.

Parents are provided monthly opportunities to attend workshops, which will address and inform them of Common Core Reading and Writing Standards, homework help and reading at home. There are weekly parent engagement opportunities to discuss student progress. We will share progress with families through report cards, progress reports, and Monday Parent Engagement time. Kinder will also have a Parent-Child orientation. In addition, we will encourage parent volunteers to come in to read with the kindergarten students. Bravo Bulletin Board with school highlights will be in public view for parents to see as well.

### Part 4 – Budget and Resource Alignment

#### Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Per session planning activities: Instructional Committee members, administrators.
- Professional Learning materials: copy paper, copies, and folders.
- Substitutes: Additional for teacher/teacher team learning, support, feedback, lab-sites, and inter-visitations.
- Strategic scheduling and time for learning opportunities (paid preps/time), additional prep period for common planning and professional learning
- Additional materials for classroom libraries, intervention kits, professional learning, and curriculum
- Educational software
- Paraprofessional and school aide will do additional small group reading instruction with kindergarten students

#### 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>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Fountas and Pinnell Reading Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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?

Strengths:

- The 2017-18 NYS Learning environment survey says that 96% of teachers say that "students are safe in the hallways, bathrooms, locker rooms, and cafeteria of their school. 98% of teachers say that "students are safe in their classes."
- Our 2016-17 Quality Review we received a well-developed rating for 1.4 School Culture and 3.4 High Expectations.
- Year Five of Three Bees PBIS Program: Be Responsible, Be Respectful, Be Safe. School-wide behavioral expectations outline how to be responsible, respectful, and safe in all areas of the school including the classroom, hallway, bathroom, cafeteria, and at recess.
- Year Three of Character Education: The whole school engaged in a read aloud and discussion the first Friday of the month around a common theme (i.e. Honesty, Courage, etc.). Each teacher awards a student of the month who best demonstrated the monthly theme as well as
- Year Two of Responsive Classroom Initiative: Responsive Classroom is an evidence-based approach to education that focuses on the strong relationship between academic success and social-emotional learning (SEL). The Responsive Classroom approach empowers educators to create safe, joyful, and engaging learning communities where all students have a sense of belonging and feel significance
- Principal and School Culture/climate coach attended RULER training

Needs:

- The 2017-18 NYC Learning Environment Survey indicates that only 51% of teachers agreed with the statement that answered the question about students behaving"even when the teacher isn't watching."

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, the PBIS team will create a Social-Emotional Learning Center with supports from the School Mental Health Consultant to provide students, parents, and staff, to create effective positive behavioral strategies and techniques so that there is a 10% increase on the Learning Environment Survey question about students behaving"even when the teacher isn't watching."
### 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 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>Create Social-Emotional Learning Center (SELC) with therapeutic environment and rotation schedule</td>
<td>All students</td>
<td>Sept 2018-Oct 2018</td>
</tr>
<tr>
<td>Develop protocol for how and when the Social-Emotional Learning Center will be used.</td>
<td>All students</td>
<td>Sept 2018</td>
</tr>
<tr>
<td>School Mental Health Consultant will provide SELC team, staff, and parents with professional development/workshops on calming techniques, crisis de escalation, and classroom management.</td>
<td>Staff</td>
<td>Sept 2018-June 2019</td>
</tr>
<tr>
<td>Update school wide discipline plan with a restorative, not punitive, approach</td>
<td>Staff</td>
<td>Sept 2018-Oct 2018</td>
</tr>
<tr>
<td>School Climate coach will provide monthly PDs on Culturally Responsive teaching.</td>
<td>Staff</td>
<td>Sept 2018-Oct 2019</td>
</tr>
<tr>
<td>Principal and School Climate coach will turnkey RULER training to staff in monthly PDs and parent workshops.</td>
<td>Staff</td>
<td>Oct 2018-May 2019</td>
</tr>
<tr>
<td>SELC Team staff members will attend Therapeutic Crisis Intervention in Schools training and revise crisis response procedure</td>
<td>Staff</td>
<td>Dec 2018-Feb 2019</td>
</tr>
<tr>
<td>SELC team, with support from SMHC, will also serve as the Pupil Personnel Team which will develop a protocol for behavioral referrals</td>
<td>Staff</td>
<td>Jan 2019-June 2019</td>
</tr>
</tbody>
</table>

### 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.

- Parent workshop about new Social-Emotional Learning Center and tour
- Monthly parent workshops with School Mental Health Consultant on strategies children can use at home
- School Mental health consultant will provide outside resources for parents to support their social-emotional development at home
- Report progress to parents on development of Academic and Personal Behaviors through report card and progress reports
- Health and Wellness teacher will provide training to parents around Community and Restorative circles
- Parent communication system between parents and SELC
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.

- Materials for Social Emotional learning center
- Professional Learning materials
- Parent Workshop materials
- Per session planning activities: Crisis Team members, team members, Guidance coaches, administrators, PBIS Team

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

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.

SELC team monthly review of SELC log will demonstrate a decrease in frequency of visits and data showing the success rate of various interventions.

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

SELC Tracking System, NYC Learning Environment Survey

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

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.

### Strengths

On the NYC Learning Environment Survey, 81% of teachers say that teacher "are actively trying to improve their teaching." 70% of teachers say that, "teachers take responsibility for improving the school". 79% of teachers say that "teachers feel responsible that all students learn."

In the 2017-18 school year, every teacher completed at least one intervisitation and commented during EOY Summative Conferences that, "the intervisitations were very motivating and helped to improve their teaching practice." We also began to incorporate team-building activities into our professional learning plan.

Specialized teachers work on vertical teams to build collaboration beyond just the grade team.

### Needs Assessment

On the NYC Learning Environment Survey, 49% of teachers said that, "teachers are eager to try new ideas." 61% of teachers said," the principal, teachers, and staff collaborate to make the school run effectively." Teachers also commented that they would like to see instructional successes in other grades and have opportunities to choose specific teachers and instructional strategies they can view to develop their craft.

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 – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, all teachers will engage in at least one peer-facilitated intervisitation and reflect on best practices in order to support one another in developing their pedagogy so that there will be a 5% increase in overall F and P proficiency.
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>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:</th>
<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>
</table>
| • 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). | Teachers | Sept/Oct 2018 | Admin |
| Teachers will reflect on their practice at initial planning conferences and identify two areas of professional growth. | Teachers | | |
| Flexible scheduling to provide coverages for intervisitations and feedback | Teachers | Oct 2018- May 2019 | Admin, secretary |
| Implement Pre-Brief form to plan and prepare for their intervisitation. | Teachers | Oct 2018- May 2019 | Admin, Coaches |
| Admin and coaches will review data quarterly. Admin will conduct data talks with grade teams three times per year | Teachers | October 2018- June 2019 | Admin, Coaches |

**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.

- Parent Workshops will explain school goals and report progress
- Discuss progress with parents during SLT
- Bravo Bulletin Board with school highlights will also be in public view for parents to see as well

**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.

Additional coverages for inter-visitations, outside PDs.

**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>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>
</tr>
</thead>
<tbody>
<tr>
<td>Title II, Part A</td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
</tr>
</tbody>
</table>

<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>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
</tbody>
</table>
**Part 5 – Progress Monitoring**

<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By February 2019 50% of teachers will have completed at least 1 intervisitation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intervisitation tracker, reflection sheets, Advance data, F &amp;p results</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5c.</th>
<th>In <strong>February 2019</strong>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>

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>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>

Supporting teachers with their professional growth is a priority at PS 91 in order to increase student achievement. As related to the Effective School Leadership element of the Framework for Great Schools, we feel that we are developing systems of accountability that set high expectations, create coherence across the school and help support professional growth. According to the 2017 Quality Review feedback, QR indicator 4.2 was identified as an area of celebration. The review report states “All teachers are engaged in professional collaborations and vested in increasing school-wide coherence and student achievement.” We have also established systems that increase shared decision-making about student learning and support, therefore building teacher capacity. School leaders and various stakeholders (grade level teams, vertical grade leaders, SIT team, RTI team, PLC teams, PBIS team, consultants and coaches) meet regularly to look at student work, analyze data and make decisions on how to best support students. Through the action plan for this goal, we will analyze and improve the systems and structures we have in place to be able to improve school-wide practices, so that we may better support student learning and address any learning gaps. We will use multiple data sources to make programmatic decisions, areas of focus, and guide the way we support the faculty with their professional growth to improve teacher practice throughout the school. Based on the 2017-18 MOTP ratings from the Advance teacher evaluation system, in Domain 1 - Planning and Preparation, 16% of teachers were rated Highly Effective, 71% were rated Effective, 10% were rated Developing and 3% Ineffective. Our goal is now to support teachers in their continuum towards effective and highly effective teaching practices.

According to the 2016-2017 NYC School Survey there were 78% positive responses in reference to Effective School Leadership, indicating the need to close the gap between the belief of the school community and the practices of the school leaders. We need to continue developing a climate of shared leadership that includes input from all members to support the school vision for student achievement.

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, school leaders will norm feedback three times a year in addition to implementing a revised observation schedule, as well as bimonthly meetings, to share feedback, discuss trends, and teacher needs so that there will be a 5% increase in positive responses on NYC Learning Environment Survey question about the principal and assistant principals functioning as a cohesive unit.</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>Activities/Strategies</th>
<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>Administration will devise a schedule where they will have designated times in the classroom on a regular basis. Each teacher will be observed by all three administrators at least once.</td>
<td>All teachers</td>
<td>September 2018-June 2019</td>
<td>Principal and APs</td>
</tr>
<tr>
<td>Admin will meet weekly to discuss teachers’ needs/support plans, and assign coaches for support as needed.</td>
<td>All teachers</td>
<td>September 2018-June 2019</td>
<td>Principal and APs</td>
</tr>
<tr>
<td>Admin will norm feedback at the beginning, middle and end of the year.</td>
<td>All Teachers</td>
<td>September 2018-June 2019</td>
<td>Principal and APs, District DSR</td>
</tr>
<tr>
<td>After an observation, admin will send a feedback email to the teacher within 48 hours.</td>
<td>All Teachers</td>
<td>September 2018-June 2019</td>
<td>Principal and APs</td>
</tr>
<tr>
<td>If an administrator observes an overall ineffective or developing lesson, they will meet with the other administrators and review the observation to ensure that admin is functioning as a cohesive, normed unit.</td>
<td>All Teachers</td>
<td>September 2018-June 2019</td>
<td>Principal and APs</td>
</tr>
<tr>
<td>All administrators will conduct post observation conferences with any teachers rated overall developing/ineffective on an informal or formal observation and refer for intervisititation.</td>
<td>All Teachers</td>
<td>September 2018-June 2019</td>
<td>Principal and APs</td>
</tr>
</tbody>
</table>

### 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.

- Parent workshop to explain the school goals
- Principal with work with parents on SLT to gauge and discuss progress from a parent perspective

### 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.
- Principal and assistant principals adjust schedule to meet regularly
- Danielson rubrics
- Advance tool
- Laptop, desktop computers
- Secretary for clerical work (getting signatures, filing reports, etc.)

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

### 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 2019, administration will be on track for observation completion aligned with the NYCDOE benchmark.

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

The Danielson rubric, Advance data, Observation Schedule, Feedback/Next Steps

#### 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.
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.

Strengths

It is our overall goal to provide a welcoming environment for PS 91 families as we must foster a strong partnership so our students to succeed. As part of this goal we plan to provide families with the necessary support both with academic and social emotional developmental health so that they can support their children to succeed in school. To be able to accomplish this, we plan to provide targeted and specific workshops and school events to help parents understand the curriculum, assessments, and different strategies that will help support students in and outside of school.

One of the school’s strengths connected to the Strong Family-Community Ties element is setting and communicating high expectations. According to the 2017 Quality Review, PS 91 was rated proficient for indicator 3.4. The reviewer stated, “school leaders and faculty have high expectations for students and communicate effectively with parents so that there are multiple opportunities for families to be active partners toward improving student outcomes.” Additionally, the 2017-2018 NYC School Survey indicates 91% of parents/guardians feel teachers communicate regularly with them, and 91% have seen their child’s projects, homework, tests, or quizzes. We need to continue building upon this strength to increase family involvement in our school community. 95% of families say that the principal at their school works hard to build trusting relationships with families like them. 93% of families say that teachers work closely with them to meet their child’s needs.

Our Parent Survey response rate increased from 50% to 83%.

Needs Assessment

As related to the Strong Family-Community Ties element of the Framework for Great Schools, the 2017-2018 NYC School Survey indicates only 88% of families say they get opportunities to visit their child’s classroom, such as observing instruction or participating in an activity with their child. Furthermore, only 59% of the parents responded said they have volunteered time to support the school. We will continue to work on strengthening outreach efforts and trying to engage families so they can become more active participants in the school community and support student learning and performance. It is our goal to provide families with specific data on student performance of grade-level standards, and what students need to do in order to improve and increase achievement. We also need to support families with understanding how to use the data to help students achieve and make progress.

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, all PS 91 staff members will provide organized monthly opportunities for parents to attend school-wide events and participate in educational activities so that there will be a 5% increase in parent responses on the Learning Environment Survey. |
### 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><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Sept 2018-June 2019</td>
<td>Teachers, coaches, supervisors, parent coordinator, support staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Parent Engagement Time:</strong></th>
<th>Parents</th>
<th>Sept 2018-June 2019</th>
<th>Teachers, coaches, supervisors, parent coordinator, support staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have set aside every Monday from 2:20 to 3:00 pm so that teachers have weekly opportunities to contact parents by phone or set up individual parent meetings. This year we will be working on student-led conferences. By welcoming and valuing families and by including them in the school community, the school builds a strong partnership that leads to student success. Moreover, our parents are invited to join our staff and parent chorus.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Parent Workshops:</strong></th>
<th>Parents</th>
<th>Sept 2018-June 2019</th>
<th>Teachers, coaches, supervisors, parent coordinator, support staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>A survey was sent home to gauge parent interest and preferences. Workshops are provided at least once a month for parents. They range from topics like: Understanding Your Child’s Reading Level, Homework Help, Preparing for the State Tests, and Gearing up for the Next Grade. There are Arts and Crafts workshops for all holidays. ELL parent meetings to address NYSESLAT results will be held in October 2018 and November 2018. Our ELL Parent Orientation meeting takes place every year in September.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Strategies to address students in subgroups:</strong></th>
<th>Parents</th>
<th>Sept 2018-June 2019</th>
<th>Teachers, coaches, supervisors, parent coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to address the needs of English Language Learners, we are providing ENL Parent classes in order to support our parents who speak a language other than English. NYSESLAT test meetings. Translators are available for all meetings and all letters/flyers are translated as well. The last Tuesday in June is our annual Culture Dinner where students and parents are invited to prepare a dish that represents their culture and share a meal with the school community.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **SLT will communicate school goals to all families to make them aware of the CEP goals for the year and how to share ideas with the School Leadership Team.** | Parents | Sept 2018-June 2019 | Teachers, coaches, supervisors, 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.
Our parent coordinator and guidance counselors work with Good Shepherd Services, Homebase and NY Psychotherapy and Counseling Center and our School Mental Health consultant.

**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.

- Supplies for parent engagement activities, workshops, and school events

**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>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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 2019, the cabinet will meet weekly and the School Leadership Team will meet monthly and report on the effectiveness of parent workshops, family events, and home outreach initiatives in increasing parent engagement and attendance at school events.

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

Parent engagement calendars and parent event sign-ins

**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 <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Students reading and writing below grade level as evidenced by Fountas and Pinnell reading assessments and the writing assessments</td>
<td>Guided Writing, Guided Reading, Literacy Learning Intervention program, iReady, Headsprout, Explode the Code, Reading Rescue</td>
<td>Small group, one-to-one depending on need</td>
<td>During school day, after school, and on vacations. Frequency depending on need 1-5x/week</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students below grade level as evidenced by the Baseline, Performance Series, and Go Math! Chapter tests</td>
<td>Guided Math</td>
<td>Small group, one-to-one depending on need</td>
<td>During school day, after school, and on vacations. Frequency depending on need 1-5x/week</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Chapter tests, simulations, informal observations, conferencing, projects</td>
<td>Small group lab investigations which compliment math and literacy instruction, Measuring Up</td>
<td>Small group, one-to-one depending on need</td>
<td>During school day, Frequency depending on need 1-5x/week</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Students reading and writing below grade level as evidenced by Fountas and Pinnell reading assessments and the writing assessments</td>
<td>Small group guided reading and goal setting in the content areas with trade books</td>
<td>Small group, one-to-one depending on need</td>
<td>During school day Frequency depending on need 1-5x/week</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Students with social emotional behavior require at-risk counseling as evidenced by teacher observations,</td>
<td>Positive reinforcement, expression of emotions, role-playing, mediation</td>
<td>Small group, one-to-one depending on need</td>
<td>During school day; once a week 30 minutes or once a day depending on severity</td>
</tr>
<tr>
<td>guidance referrals, and parent meetings</td>
<td>and conflict resolution</td>
<td></td>
<td></td>
<td></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)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

**Part A: FOR TITLE I SCHOOLS**

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.)

   As of June 2017, we have 224 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

Students in Temporary Housing are entitled:

- To a free public education.
- To immediate enrollment in the zoned school.
- To attend school no matter how long they have lived at their current location.
- To stay in their school of origin (school attended before becoming homeless or the last school attended) or choose to attend their new zoned school.
- To transportation services to and from school (metro-card)
- To not be denied immediate school enrollment just because of their situation or because they lack enrollment documentation.
- To not be separated from the regular school program because they are homeless.
- To receive free school meals.

In addition we provide:

- Home base city agencies provide workshops to parents educating them on housing opportunities and policies
- After school program with the guidance counselor
- Provide clothing and school supplies
- Middle School Application workshop, Child Abuse, Good Shepherd workshop about available services
- Small group attendance meetings with chronic absence students
- Guidance counselors work closely with the STH Office to develop programs in house and out of building
- Collaborate with 46th Precinct Youth Officer to provide after school activities
- Parent coordinator provide workshops to parents of students in temporary housing

Guidance and parent coordinator work with career development organizations to support career readiness for parents.
### Part B: FOR NON-TITLE I SCHOOLS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> 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>N/A</td>
</tr>
<tr>
<td><strong>2.</strong> Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>3.</strong> 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 <a href="#">STH liaison</a>.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
**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**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

The hiring committee reviews resumes submitted on Open Market, attend hiring fairs, and review list of highly qualified candidates provided by the DOE. New staff completes a rigorous interview process by a hiring committee and administration. They are required to do a demo lesson, submit a resume, writing sample, and provide letters of reference. Candidates are interviews by the team to ensure that teachers, coaches and administration all feel the candidate is highly qualified. They perform their demo lessons in grades/settings that they are interviewing for so the team can gauge their effectiveness in that setting.

New staff is provided with in-house and outside professional development. Intervisitations are provided as well as a mentor to support professional growth. Professional development is provided every Monday. The PD committee that includes teachers, coaches, administrations, UFT rep, and other support staff plans in-house PD. The PD committee also consults the grade leaders, literacy committee, math committee, SIIT, and others to ensure that the PD offered meets the needs of the teachers, students, and school. This year we have begun organizing our PD into Professional Learning Cycles where teams of teachers choose an area in need of improvement to study and practice in their classrooms for a series of 5 sessions. The final session includes an evaluation as well as a whole school share out.

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

**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).

Professional development is offered in house as well as through the Borough Field Support Center liaisons. All staff who attend PD outside of the building is required to “turn-key” information. Teachers submit evidence of attendance. Highly effective teachers/coaches provide ongoing professional development in house. Teachers plan weekly during teacher team meetings to ensure CCLS are being addressed during planning and instruction. All staff has many opportunities to attend professional development. This includes assistant principals, teachers, paraprofessionals and service providers. All professional development centers around Rigor and the Common Core Standards as well as the Chancellor’s initiatives and expectations described in the Framework for Great Schools: rigorous instruction, supportive environment, collaborative teachers, effective school leadership, strong family-community ties, and trust. We have also incorporated Professional Learning Cycles to foster a culture of learning and mutual accountability.
Part 3: TA Schools Only

3a. Use of Program Resources

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

| N/A |

3b. TA Coordination with the Regular Program

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

| N/A |

Part 4: SWP Schools Only

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

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

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

In addition this year our entire staff will be trained in the Responsive Classroom approach which is research based and emphasis the social and emotional well being of all students. We will also provide parents with workshop and instructional materials.

Our guidance counselors will provide parent outreach so that families can tour the building, meet kindergarten teachers and staff and review the kindergarten curriculum.

This year we will be adding a Parent/Child orientation to help transition our kinder students, A flyer was sent home over the summer 2018.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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</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>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$660,987</td>
<td>x (\text{5A, 5B, 5C, 5D, 5E})</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$150,045</td>
<td>x (\text{5B})</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$36,942</td>
<td>x (\text{5E})</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>(\text{__})</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$4,883,755</td>
<td>x (\text{5A, 5B, 5C, 5D, 5E})</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.

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent 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.

---

**Parent and Family Engagement 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. 91, 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.

**Support for Parents and Family Members of Title I Students**

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

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

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

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

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

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (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;

---

**Encouraging School-Level Parental Involvement**

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

---

**School-Parent Compact (SPC)**

**P.S.91**, in compliance with the Section 1118 of Title I, Part A of the 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 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for the 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 learn more about teaching and learning strategies whenever possible;

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

share responsibility for the improved academic achievement of my child;

### III. Student Responsibilities

Student Responsibilities:

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
· try to resolve disagreements or conflicts peacefully;
· always try my best to learn.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Tia Jasper and the SLT. This policy was adopted by the P.S. 091 on October 29, 2014 and will be in effect for the period of September 2014-June 2018. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 30, 2017.

### P.S. 91 PARENT COMPACT

<table>
<thead>
<tr>
<th>The School Agrees</th>
<th>The Parent/Guardian Agrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>To convene an annual meeting for Title I parents to inform them of the Title I Program and their right to be involved.</td>
<td>To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.</td>
</tr>
<tr>
<td>To offer a flexible number of meetings at various times and provide child care.</td>
<td>To participate in or request technical assistance training on child-rearing practices and teaching and learning strategies, provided by the District, the school, or at the city level.</td>
</tr>
<tr>
<td>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</td>
<td>To work with his/her child/children on school work: read for 15 - 30 minutes per day to kindergarten and 1st grade students; listen to 2nd to 5th grade students read for 15 - 30 minutes per day.</td>
</tr>
<tr>
<td>To provide parents with timely information about all programs.</td>
<td>To monitor his/her child’s/children’s:</td>
</tr>
<tr>
<td>To provide performance profiles and individual assessment results for each child and to provide other pertinent individual and school district education information.</td>
<td>- attendance at school</td>
</tr>
<tr>
<td>To deal with communication issues between teachers and parents through Parent/Teacher Conferences to be held at least twice a year.</td>
<td>- homework</td>
</tr>
<tr>
<td>Frequent reports to parents on their children’s progress.</td>
<td>- television watching</td>
</tr>
<tr>
<td>reasonable access to staff opportunities to volunteer and participate observation of classroom activities</td>
<td>To share the responsibility for improved student achievement.</td>
</tr>
<tr>
<td>translation of all communication between the school and the parents</td>
<td>To communicate with his/her child’s/children’s teachers about their child’s educational needs.</td>
</tr>
<tr>
<td>To ask parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</td>
<td></td>
</tr>
<tr>
<td>Assurance that parents may participate in training activities that are collaboratively decided upon, i.e. literacy classes, workshops on teaching strategies.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>


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.

### Part A: School Information

Name of School: [ ] DBN: [ ]

This school is (check one):
- conceptually consolidated (skip part E below)
- NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
- Before school
- After school
- Saturday academy

Total # of ELLs to be served: [ ]

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: _____

For the 2017-2018 school year, 294 ENL students took the NYSESLAT in the spring of 2018. As of yet, we do not the results. However, through in-school scoring, we have determined that 48 students across our school, grades K-5 scored a level 4 in Writing using the NYSESLAT scoring rubric. The results (according to our in-school scoring) are as follows: 7 students in Kindergarten, 4 students in 1st grade, 17 students in 2nd grade, 5 students in 3rd grade, 10 students in 4th grade and 5 students in 5th grade. In addition, according to our in-school scoring, we had 70 students across the grades score a level 4 in the Speaking portion of the NYSESLAT; the results are as follows: 4 students in Kindergarten, 8 students in 1st grade, 13 students in 2nd grade, 11 students in 3rd grade, 20 students in 4th grade and 13 students in 5th grade. Once the NYSESLAT results are provided in the fall of 2018, we will use the data in order to support our ENL population. At that time, we will provide instructional support in all four modalities: reading, writing, listening and speaking, and in Math with a focus on improving reading and writing in all content areas and across grades 1-5. Our program will be scheduled for two days a week on Tuesday and Wednesday afternoons from 2:30 to 4:30. Our program will use English as the language of instruction. Our Title III after-school program will consist ENL students for whom we will provide direct, explicit instruction.

According to our 2017 ELL Data, 5 students scored at Level 1 or 2 on the ELA (1.7%); 4 students scored Level 1 or 2 on Math (1.4%); 50 ELLs have been held over in the past 3 years (17.2%); there are 52 ELL students at-risk level 3 or greater (17.9%); we have 25 ELL students at-risk level 5 or greater (8.5%) and we have 24 ELL students in years of service 5 or 6 (8.2%). In comparison with non-ELL students, 7 or 1.6% scored Level 1 or 2 on the ELA; 7 or 1.6% scored at Level 1 or 2 on the Math; we have 46 or 10.3% of non-ELLs held over in the past 3 years and 58 or 13.0% of non-ELLs with at-risk level of 3 or greater and 14 or 3.1% on non-ELLs at-risk level 5 or greater. We also have 2 NYSESLAT test takers who scored Expanding and a level 3 on the ELA. 66 of the NYSESLAT test takers advanced 1 proficiency level; 17 test takers advanced 2 proficiency levels; 5 test takers advanced 3 proficiency levels and 78 test takers remained at the same proficiency level; in addition, 11 ELL students regressed 1 proficiency level. When we receive our ELA and Math test results, we will determine how we will move forward and the kind of support we will provide for our students. In the 2017-2018 school year, we used two research-based books from Continental Press to support our ENL students; they are Finish Line for ELLS 2.0/English Proficiency Practice for all grades and TEAM (Teaching ELLs for Academic Language Mastery) in grades 3-5. We offered one class of 18 students per grade in grades 1 and 2 and 19 students in grade 3, 20 students in grade 4 and 16 students in grade 5. Small class size allowed us to provide small group differentiated instruction and to focus on the needs of our Expanding and Transitioning students. The books that we have chosen allowed students to improve their performance across the language domains and become familiar with tested item types. The lessons addressed the five content areas across four language domains and included multiple choice, short and extended-writing tasks and oral responses. Each question addressed a proficiency level and the levels increased with each lesson to promote advancement. The teacher’s editions included audio CDs for listening and
Part B: Direct Instruction Supplemental Program Information

speaking. TEAM helped ELL students develop grade-level academic language needed for classroom success; the academic terms addressed the 4 modalities and they reinforced the content areas in science and social studies as well as language arts and math. It provided differentiated instruction by choosing alpha-leveled books.

In addition to direct, explicit instruction in the four domains for 50 minutes, students are also received direct, explicit instruction for 50 minutes in Math using the program Focused Mathematics Intervention Kit, which supported the goals of the Common Core State Standards, is a research-based program and focused on learning, classroom discussion and practice; it balanced conceptual understanding, visual learning and problem solving. It also provided digital learning tools and apps as part of the program.

This year our Title III Supplemental program began on October 18, 2017, and ended on April 26, 2018, which was approximately 44 days; therefore, equivalent to 88 hours of instruction. The instructional language was English and there were five instructors who are either TESL certified or who have bilingual extensions. The dates for the program was as follows: October 18, 19, 25, 26; November 1, 8, 9, 15, 16, 29, 30; December 6, 7, 13, 14, 20, 21; January 3, 4, 10, 11, 17, 18, 24, 25, 31; February 1, 7, 8, 14, 15, 28; March 1, 7, 14, 15, 21, 22 and April 11, 12, 18, 19, 25 and 26.

The following dates for the Title III Supplemental program will begin on October 16, 2018 and end on April 30, 2019. They are as follows: October 16, 17, 23, 24, 30; November 7, 13, 14, 20, 21, 27, 28; December 4, 5, 11, 12, 18, 19; January 8, 9, 15, 16, 22, 23, 29, 30; February 6, 12, 13, 26, 27; March 5, 6, 12, 13, 19, 20, 26, 27; April 9, 10, 16, 17, 30.

Part C: Professional Development

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

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

Begin description here: ________

Part C: Professional Development:

In order to address the needs of our LEP students based on the 2017 NYSESLAT results, our teachers received professional development on the following dates at no cost to Title III: 10/16/17, 10/18/17, 1/29/18, 2/5/18, 2/26/18, 3/5/18 and 4/30/18. We addressed the following topics: the 2017 NYSESLAT results: How to Interpret the Scores and What are the Implications for Instruction; NYSESLAT test prep: Writing Rubrics and Checklists, NYSESLAT Testing Procedures and Protocols, Academic Language for ELLs, Guided Reading for ELLs and TOMS. In addition, the five teachers who taught in the Title III Supplement Program also participated in professional development addressing implementation of both programs in ELA and Math; the programs selected for the after-school program. The teachers who were teaching in the after-school program familiarized themselves with the materials for both programs and added supplemental materials when needed. Moreover, they formed a study group, Looking at ELL Student Work, and approximately every six weeks, they met to evaluate student work, determine student progress, make adjustments where necessary and conduct pre- and post-
### Part C: Professional Development

assessments at the beginning and end of the after-school session. The ELL After-school Teacher Study Group dates are as follows: 11/29/17, 2/1/18, 3/22/18, and 5/10/18. The information gathered was documented during each study group meeting and the results from this work was presented on 5/10/18. At that time, the study group assessed student progress and compiled their findings; this information also informed them of how to proceed in order to address the needs of the students effectively and efficiently in the after-school program for the following school year. At the final meeting, teachers made recommendations in the following areas: address student absences to provide consistency, order picture dictionaries and/or picture cards, target specific skills weekly, a strong preference for concentration on ELA only instead of both ELA and Math (90 minutes twice a week for ELA), have a concentrated focus on the TEAM program instead of dividing the time using Finish Line.

Our teachers will receive ENL PD on the following dates for the 2018-2019 school year: 10/15/18, 10/29/18, 1/28/19, 2/11/19, 3/11/19, 4/29/19.

The ELL After-school Teacher Study Group dates for the 2018-2019 school year as as follows: 11/29/18, 1/17/19, 3/21/19, 5/16/19.

### Part D: Parental Engagement Activities

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

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

Begin description here: 

**Title III Part D: Parental Engagement Activities:**

Parental Engagement activities took place throughout the school year on Tuesdays during Parent Engagement time. Workshops and activities were provided by our ENL team and Literacy and Math Coaches for grades K-2 and 3-5. Our Parent Orientation Meeting on October 18, 2017 addressed the following topic: The NYSESLAT, Test Results School wide and per grade, the 4 modalities and How Parents can Support their Children. Other parent meeting topics were as follows: The CKLA reading/writing program, the Go Math program, our Responsive Classroom program in the second year at our school and our Character Education program.

In addition, other parent workshops provided opportunities for vocabulary enrichment and supported listening and speaking skills during the instructional and question/answer portion of the workshop; those workshops were presented by our Art Department teacher, who is bilingual, with assistance from our Parent Coordinator; she provided translation as well (at no extra cost to Title III). During that time, we offered ways for parents to support their children and become involved in their education. The Art and Crafts workshops were designed to build community with our parents and their children so that parents became familiar with our school, its staff and our mission; the workshops were as follows: Halloween Art (10/31/17), Thanksgiving Day Art (11/21/17), Holiday Art (12/19/17), Winter Art (1/30/18), Valentine’s Day Art (2/13/18), St. Patrick’s Day Art (3/13/18), K-5 Greatest Guardians Celebration (4/11/18), Mother’s Day Art (5/8/18), K-2 Spring Show (5/22/18, 9:00 am) & Culture Dinner (2:30 pm), Father’s Day Art (6/12/18); End of Year Luncheon (6/19/18); the Culture Dinner and End of Year Luncheon will be at no extra cost to Title III.
**Part D: Parental Engagement Activities**

Parent Engagement throughout our 2018-2019 school year will be as follows: Halloween Arts and Crafts (10/29/18); Thanksgiving Feast for staff, parents and students (11/19/18); Holiday Arts and Crafts (12/17/18); Winter Art with Mr. Pimentel (1/28/19); Valentine’s Day Arts and Crafts (2/11/19); St Patrick’s Day Art (3/11/19); Mother’s Day Arts & Crafts (5/6/19); Greatest Guardians Celebration (5/28/19); the Culture Dinner and End of Year luncheon will be at no extra cost to Title III.

---

**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></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></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>TOTAL</td>
<td></td>
<td></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>10</td>
<td>Bronx</td>
<td>091</td>
</tr>
</tbody>
</table>

School Name: PS 91

B. Language Allocation Policy Team Composition

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

- **Principal**: Meridith Nasjletti
- **Assistant Principal**: Patricia Mamara/AP
- **Coach**: Vanessa Jacyszyn
- **Coach**: Laura Castellano
- **ENL (English as a New Language)/Bilingual Teacher**: Ashley Beccia/ENL
- **School Counselor**: Sofia McCartney
- **Teacher/Subject Area**: Carol Pincus/Integrated ENL
- **Parent**: Tia Hartley
- **Teacher/Subject Area**: Erica De La Rosa/TBE
- **Parent Coordinator**: Geormari Cruz
- **Related-Service Provider**: Melissa Forrey
- **Field Support Center Staff Member**: Maria Guerrero
- **Superintendent**: Maribelle Hulla
- **Other (Name and Title)**: Glen Caroccio/AP

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified ENL teachers currently teaching in the ENL program</td>
<td>9</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>3</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>5</td>
</tr>
<tr>
<td>Certified bilingual teachers currently teaching in a bilingual program</td>
<td>6</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7-12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td></td>
</tr>
<tr>
<td>Certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>2</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>1</td>
</tr>
</tbody>
</table>

D. Student Demographics

2018-19 CEP 53
Part II: ELL Demographics

A. ELL Programs

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

- Transitional bilingual education program (TBE)
  - Yes
  - No
  - If yes, indicate language(s): Spanish

- Dual language program (DL)
  - Yes
  - No
  - If yes, indicate language(s):

- Freestanding ENL
  - Yes
  - No

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</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>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

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?

   In grades K-5, students are assessed using the Fountas & Pinnell leveling system to evaluate students' reading ability; F&P assesses comprehension, such as literal and inferential questions, fluency and expression. In this way, teachers are able to determine if a student is using the cuing system and checking for meaning, word patterns, visual cues (unknown words). This system also allows the teacher to be aware of each student’s ability to self-correct so that the text makes sense and has meaning. Moreover, comprehension and fluency are important focus areas that inform the teacher as to a child's strengths and areas of need; this allows the teacher to differentiate instruction, provide specific, targeted small group support and/or teach a strategy lesson based on their findings. Analyzing the data of the whole class, the teacher is able to re-teach or revisit a lesson and scaffold instruction for ELL students. In addition, frequently monitoring students who are below, approaching, on or above the reading benchmark assists in creating the school’s instructional plan for professional development as well as...
supporting teachers in closing the gap. The F&P Class-at-a-glance form arranges students by level across the year providing the school with additional information and analysis of student progress; this data is collected and analyzed four times a year. Writing assessments are conducted three times a year: baseline, mid-line and end-line. In addition, our CKLA (Core Knowledge Language Arts) program is aligned with the Common Core Standards and provides GRAIR (Guided Reading and Independent Reading) in the early grades and independent reading in the upper grades. During this time of the reading block, teachers meet with small groups and/or confer with individual students to address their specific needs. The CKLA program also provides its own assessments that teachers use to evaluate student progress. In addition, DEAR (Drop Everything and Read) time has been incorporated into our daily schedules in order to emphasize the importance of reading daily. With the use of both formative assessments and curriculum-embedded assessment, we are able to guide our instructional planning for our ELL students in a rigorous and meaningful way.

2. What structures do you have in place to support this effort?
At PS 91, we plan our school year in May and June so as to be prepared for the upcoming school year. We create a calendar that teachers receive so that they are aware of assessments and due dates for submitting data results to our literacy coaches and administrators. We also have scheduled Data Talks that take place the second half of the school year so as to determine student progress and the steps needed to address concerns so as to best support struggling students.

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?
At PS 91, we evaluate the success of our programs for ELLs by analyzing data from the ELA, Math and NYSESLAT state exams. We also evaluate the ELA and Math simulations and performance tasks to gather information on how our ELL students are progressing as the school year unfolds. Our areas of need are in reading and writing as the results indicate on the ELA, Math (word problems) and NYSESLAT exams. We use these findings to focus on instruction in the areas where the students need the most support. Baseline assessments in writing, F&P assessments and Math baselines taken at the beginning of the school year enable us to place ELL students in small groups for guided reading, targeted writing and small group support in math. Assessments in the students' home language also help the teachers to understand whether language is the only issue impeding student performance or whether there might be an indication of a learning disability. The success of our ELL program is measured by the number of students who reach a score of Commanding on the NYSESLAT, by the number of students who progress one or more levels, and in which modalities we are finding improvements. We also look at the growth students are making on the F&P reading levels throughout the school year and if they are reaching the benchmarks prescribed for each grade level (September, Dec/Jan, Feb/March, May/June). We also assess students in our TBE classes using the BOY and EOY HLA periodic assessments. Finally, we use unit assessments in both the ELA and math programs as well as class work, student participation, group work and teacher observations to evaluate the success of our programs for ELL students.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Once the summative data has been gathered, teachers are able to group students accordingly; groups for the various content areas are flexible and change with each new piece of assessment data. Tier 1 intervention is provided on a daily, ongoing basis through classroom instruction. If teachers determine a lack of progress or little or no movement, they keep records detailing the times/days and minutes of small group instruction. By late fall, teachers request a meeting with the RTI team to share their findings; the team determines next steps and Tier 2 intervention is recommended for a period of 6 weeks, three times a week for 30 minutes. After 6 weeks, a second meeting is scheduled and the RTI team along with the teacher determines how to proceed. In some instances, 6 more weeks of Tier 2 intervention is prescribed; in severe cases, it is determined that the student needs an evaluation and a recommendation is made to the School Based-Support Team.

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

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).

The data for the 2017 NYSESLAT reveals the following information: 31 or 10% of out 310 students who took the 2017 NYSESLAT in grades K-5 achieved a level of Commanding. The remaining results are as follows: 157 or 50% of our students in grades K-5 reached the Transitioning level; 37 or 12% of our students in grades K-5 reached the Emerging Level and 18 or 6% of our students in grades K-5 reached the Entering Level. In grade 3, the results are as follows; 10 students scored low in the writing modality, 0 students scored low in both the reading and listening modality and 4 students scored low in the speaking modality. In grade 4, the results indicate that 14 students scored low in the writing modality, 0 students scored low in the reading modality; 1 student scored low in the listening modality and 4 students scored low in the speaking modality. In grade 5, 7 students scored low in the writing modality and 0 students scored low in both the reading and listening modality and 2 students scored low in the speaking modality.

As for ELA data, 10 (3.4%) of ELL students scored at or below the 25th growth percentile and scored at a level 1 or 2 in comparison to non-ELL students who scored 17 (3.7%) in the same category. As for Math data, 2 (0.7%) of ELL students scored at or below the 25th growth percentile and scored at a level 1 or 2 in comparison to non-ELL students 13 (2.8%) in the same category. The number of ELL students held over in the past 3 years, 55 (18.6%) is similar to the number of non-ELL students, 57 (12.4%) in the same category. Data indicates that the ELL students with at-risk level 3 or greater (61/20.7%) is similar to the number of non-ELL students at-risk level 3 or greater (74/16.1%) as ELLs and non-ELL students with at-risk level of 5 or greater: ELLs: 29 (9.8%) and non-ELLs: 30 (6.5%).

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

In order to make adjustments to our programs, we disseminate the findings to our teachers as soon as we receive state exam results. As this information is available prior to the end of the school year (NYS ELA and Math exams), we are able to create our classes for the upcoming school year based on the exam results, class work, teacher input and social/emotional knowledge. We also use the results of the previous year’s NYSESLAT scores in addition to the results of the writing scoring for the current NYSESLAT in order to place ELL students into the appropriate classes for the upcoming school year. Test results allow us to refer to and use the CKLA program's supplemental guide, which supports students with special needs and our ELL students. Teacher teams also meet to determine which parts of each unit of study are appropriate and which parts need to be revised to best meet the needs of our 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.
   At PS 91, our Standalone ENL program is implemented as per CR Part 154.2 as follows: The class travels together (block) as a heterogeneous group. They receive 360 ENL minutes at the Entering level, 180 minutes of standalone ENL and 180 minutes of integrated ENL. They receive 360 ENL minutes at the Emerging level, 90 minutes of standalone ENL and 180 minutes of integrated ENL and 90 minutes of Standalone or integrated ENL with ELA or any other content area. They receive 180 ENL minutes at the Transitioning level and 90 minutes of integrated ENL and 90 minutes of Standalone or integrated ENL with ELA or any other content area, and 180 ENL minutes at the Expanding level with 180 minutes of integrated ENL/ELA or other content area.

b. TBE program. If applicable.
   At PS 91, our TBE program consists of three parts: ENL/ESL, home language arts and 2 subjects in the native language at the beginning levels based on the level of student proficiency. If the proficiency levels are at the higher levels, they receive at least one subject in the native language.

c. DL program. If applicable.
   Our school does not have a DL program.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      a. Instructional minutes in each program model are delivered accordingly: a total of 360 minutes per week at the Entering level with 180 minutes in Stand-alone and 180 minutes of Integrated ENL/ELA for Entering level students; a total of 360 minutes per week at the Emerging level with 90 minutes; a total of 180 minutes per week at the Transitioning level with 90 minutes in Integrated ENL/ELA and 90 minutes in Stand-alone ENL or Integrated ENL or content area; a total of 180 minutes per week at the Expanding level with 180 minutes of ENL/ELA or other content area and a total of 90 minutes per week of Integrated ENL in ELA or content area at the Commanding level for former ELL students.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
   At PS 91, the core content is delivered using the CKLA (Core Knowledge Language Art) program and GO Math. Instruction is delivered in English in the CKLA program and translated into the home language for Entering and Emerging students and for all other ELLs in TBE classes when necessary. In TBE classes where students are in the beginning stages of language acquisition, the content area courses are taught in the home language.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   At PS 91, ELL students are appropriately evaluated in the home language three times throughout the year using the Fountas & Pinnel Spanish assessment: at the beginning of the year, mid-year in February and at the end of the year in May/June.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

Differentiated instruction for each of the following ELL subgroups is as follows:
   a. SIFE: Our school has a total of 12 SIFE students; 3 current ELL students in third grade, 7 current ELL students in fourth grade, 2 current ELL students in fifth grade. Nine of the SIFE students are at the Entering level and will receive 360 minutes of support services as well as one of the Emerging SIFE students. They will be identified as SIFE students so that their teachers are aware that these students have had interrupted education and that they need extra support and close monitoring to determine if
they are making progress. They will be included in small instructional groups, and they will attend after school in order to improve their language acquisition in all four modalities. Moreover, group work is a way to to teach social skills and teamwork and to practice speaking and listening in the new language. In addition, they will receive support in their Home Language period on a daily basis so that they can transfer their knowledge of language from their home language to the new language; our instructional plan focuses on delivering content and literacy instruction in the home language for Entering and Emerging students for at least two content area subjects. Counseling is also available and has proved to be invaluable in helping our SIFE students to adjust to their school environment and level of expectations required by the Common Core Standards.

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

c. Developing: Developing students scoring at the Transitioning level on the 2016 NYSESLAT will receive 180 minutes of ENL support; 90 minutes of ENL/ELA support and 90 minutes of integrated ENL/content area or Stand-alone support. As with all of our ELL students, students at this level of language acquisition will be provided with classroom support through small group/individual and attend an after school program as well. As teachers have been provided with test score results in all four modalities, they will be able to address these students' needs individually.

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

e. Former ELLs - Our school has made accommodations for students who received a score of Commanding on the 2016 NYSESLAT; those students will receive 90 minutes per week of ENL support as they have been placed in classrooms where an ENL teacher is the classroom teacher or an ENL teacher is providing push-in ENL services. Former ELL students also receive testing accommodations for two years after securing a score of Commanding. Students who scored Proficient on the 2015 NYSESLAT will also receive 90 minutes of ENL support a week and be eligible for testing accommodations as well.

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?

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

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

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.

At PS 91, our targeted intervention programs for ELL students in ELA, math and other core content areas for Entering, Emerging and Transitioning and Expanding students are as follows: We provide an after-school program two afternoons a week for 45 minutes each day (Wednesdays and Thursdays). The program that we are offering is Language Power, a program specifically for our ELL population. The program also provides differentiated and rich English language development: it is anchored by level-appropriate text sets that provide rigorous instruction in the four language domains: listening, speaking, reading, and writing.

In math, our school uses Math in Focus as our targeted intervention program for ELL students at all levels. This intervention takes places two afternoons a week for 45 minutes each day (Wednesdays and Thursdays). The program offers the following: a curriculum with problem solving as the center of math learning and concepts taught through real-world, hands-on experiences. It supports the goals of the Common Core State Standards for Mathematics, and it is research-based and focuses on classroom learning, discussion, and practice. In addition, it balances conceptual understanding, visual learning, and problem solving. The program is offered in English.

During our regular school day, our ELL students receive instruction in our CKLA (Core Knowledge Language Arts) and Go Math. In both programs, interventions and scaffolds for ELL students are addressed in the Teacher's Guides. ELL students participate in small and whole group discussions on a daily basis in order to improve their listening and speaking skills as well as their ability to think critically and form opinions. Our push-in ENL providers provide support during the ELA or Math period so as to meet the needs of the students in classes where the teacher is not TESL certified. A co-teaching model is used to provide Integrated ENL instruction.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

At PS 91, in order to maintain consistency and alignment across grades, our upper grades 3-5 have adopted the CKLA program this year. We believe that choosing the same program for our whole school will provide the same language, concepts and ideas and allow students to build on their knowledge of language and learning from year to year.

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

At this time, we are not planning on discontinuing any programs or services for our ELL students.

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

At PS 91, our ELL students are afforded equal access to all school programs as we do not exclude them from any of our school programs. We will offer after school two days a week on Wednesdays and Thursdays from October 2016 through May 2017; it will consist of 90 minutes, 45 minutes for Math instruction and 45 minutes for ELA instruction from 2:20 to 4:00 pm, ten minutes will be provided for snack time. Even though we were pleased with the programs that we used this year (Language Power and Math in Focus), our after-school teachers have decided that they would like to research new programs for our after-school ELL classes. However, we will continue with CKLA and Go Math as our regular school day programs. In addition to our ELL after-school program, our school offers an academic program on Wednesdays and Thursdays for 90 minutes on each of those days; our ELL students are invited to participate in that program as well if they are not in the ELL after-school program. Moreover, our school offers programs in music, dance, chorus and visual arts, in which many of our ELL
students belong and participate. Many of our ELL students learned how to play an instrument this year, and our music, dance, chorus and arts programs will continue to flourish and to include more of our students for the upcoming school year.

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.

At PS 91, our instructional materials consist of the CKLA program for ELA and the Go Math program for Math. With regard to technology, all of our classrooms have Smart boards, teacher laptops, document cameras and desktop computers. In addition, we have laptop carts on every floor of the building making laptops accessible to all of our students in addition to a computer lab on the third floor. Our school has also purchased iPads for grades 1 and 2 and in Kindergarten, we have purchased Smart tables which allows the students to partake in games and activities. Both instructional materials and technology are used to support our ELL students. This year, we ordered big books in Spanish for our Kindergarten and 1st grade TBE classes. We have also purchased a research-based phonics book for our bilingual classes as well as leveled Spanish libraries for all of our TBE classrooms. In addition, our school has purchased a new product for the upcoming school year; it is from Santillana for elementary school. It (Yabisi) is specifically for native Spanish speakers; it integrates technology with language and literacy skills development, to develop critical-thinking skills through high-interest readings and language arts activities. It teaches language arts through a balanced literacy approach and combines language skills with immediate online application. We have also supported our non-Spanish speaking ELLs by ordering library books across a range of topics to include: sports, home, school, transportation and an encyclopedia in Bengali for our Bangladeshi students.

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

At PS 91, the home language is assessed by Fountas and Pinnell in Spanish and support is delivered for one period a day in our TBE classrooms. ENL support (Stand-alone or push-in ESL) is provided according to 2016 NYSESLAT and the NYSITELL results (for newcomers) in all classrooms with ELL students. Our TBE classroom teachers are provided with materials so as to incorporate read alouds to improve listening skills as well as speaking skills though turn and talk activities.

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

At PS 91, we use the results from the 2016 NYSESLAT and NYSITELL to ensures that all required services/resources support correspond to our ELL students’ ages and grade levels. As stated previously, we comply with the mandated minutes for Entering, Emerging, Transitioning, Expanding and Commanding categories as reported on the R-LAT, NYSESLAT Exam History Report.

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?

We do not share a building.

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).

At PS 91, our LPT members (Ms. T Ball Douglas, Ms. A Beccia, Mr. A Barillas Acosta and Ms. S. Rodriguez) meet with newly enrolled ELLs and their parents when students pre-register. At that time, we offer suggestions for preparing for school when parents register Kindergarten children in June and July. We discuss the importance of preparing students for school with parents and give them ideas on how to talk about expectations for classroom behavior, cooperation and getting along with others, sharing and social skills. We also recommend summer reading programs at local libraries. Our parent coordinator, Ms. Geormari Cruz, meets with and supports our newly enrolled ELL students and their parents at the beginning of the school and throughout the school year as new arrivals register at our school. ELL parents are invited for an orientation meeting at the beginning of the school year where they learn about our school’s reading, writing and math programs as well as the NYSESLAT and ELA and Math state exams.

17. What language electives are offered to ELLs?

At PS 91, we do not offer language electives to ELL 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) EPs and ELLs are integrated.

b. In which language(s) is each core content area taught?

c. How is each language separated for instruction?

d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

---

### 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?

   At PS 91, our professional development plan addresses reading, which is our school’s instructional focus as well as writing and language acquisition. This plan encompasses all teachers at our school including teachers of ELL students; we hope to improve teaching practice in reading and writing instruction in order to raise student outcomes and close the achievement gap. We also hope to provide professional development that will address language acquisition so that all of our teachers will become familiar with the concepts, methodologies and strategies that will not only improve their instructional practice but also give them better insight in addressing the needs of all learners of the English language. As a result, independent reading and Guided Reading are expected to be evident in all classrooms on a daily basis. We have incorporated DEAR (Drop Everything and Read) into our programs for one period every day. We hope to observe teachers implementing the information that they receive during the professional development sessions on language acquisition, reading & writing strategies and speaking and listening strategies. In addition, our ENL teachers and our administrator provided professional development based on information that they received during summer and/or PD opportunities that were offered throughout the school year from the Office of ELLs. The topics were as follows: How to Interpret NYSESLAT scores and the Implications for Instruction; NYSESLAT test prep: Writing Rubrics and Checklists; Building Writing Skills from Speaking Skills; Writing to Build Community; Practical Tools to Build Academic Language Across the Content Areas: Content and Language Objectives to Drive Instruction for Students who are Learning English as a New Language; New York State Common Core Initiative: New Language and Home Language Arts Progressions and NYSESLAT testing Procedures and Protocols (8 Monday PD workshops).

   At PS 91, our academic programs, CKLA for ELA and Go Math for our math instruction is Common Core aligned. When planning, our teachers include the learning standards in their lesson plans so as to make certain that the standards are being addressed throughout their lessons. If teachers of ELL students require professional development in supporting their students as they engage in the Common Core Learning Standards, we provide support through literacy and math teacher teams and grade planning meetings. Teachers (including TBE teachers and ENL teachers) collaborate on how best to provide instruction that meets students needs and also meets the requirements of the learning standards. Our efforts are collaborative so that teachers feel supported. In addition, during pre and post observations, our administrators discuss the need for meeting learning standards in each class. This year our TBE teachers met with Patricia Maldonado, a bilingual consultant for Generation Ready, to provide Q-tel strategies for building academic vocabulary and discussion; this PD spanned over 5 sessions and was provided to our 3-5 TBE teachers. Our professional development plan offered for all teachers of ELLs supported ELL students as they engaged in the Common Core Learning Standards.

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.

   At PS 91, our guidance counselors assist all students including ELL students as they transition from elementary to middle school. Our 3-5 Guidance Counselor supports our students in the application process for middle schools, meets with parents to explain the process and uses translation services from our ENL staff and parent coordinator so that there is a clear understanding of what is expected from students and parents. Our 3-5 guidance counselor distributes information on Middle School Fairs and information sessions on how to apply to middle school. In addition, she makes school announcements.
reminding students of upcoming information sessions, dates and locations. Translation of the information is made available for speakers of other languages.

At PS 91, our school will meet the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual/ENL teachers as prescribed by CR Part 80. 15% of the required professional development hours will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and ENL teachers, 50% of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. On June 2, 2017, our assistant principal attended professional development: Co-Teaching Symposium: Looking Back to Move Ahead provided by the NYS/NYC Regional Bilingual Education Resource Network at Fordham University. Our school plans to meet with the ENL team to review the information received from the meeting and determine how we will address Integrated Co-Teaching in our ENL classrooms. To begin with, our first ENL/Bilingual Teachers meeting took place on October 24, 2016, to address the 2016 NYSESLAT results, student levels and scale scores and how to use that information to determine small group instruction and to address the four modalities. Our professional development sessions will take place on PD Mondays. We will conduct professional development throughout the school year with a focus on writing and speaking/listening strategies and of the NYSESLAT with a focus on NYSESLAT writing and the writing rubric so as to address the needs of all of our ELLs. Our PD dates were as follows: 10/24/16, 10/31/16, 11/14/16, 11/28/16, 2/6/17, 2/13/17, 3/13/17 and 4/3/17.

**Parental Involvement**

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

At PS 91, our school provides annual individual meetings with parents of ELLs to discuss goals of the program (Reading and Math at separate workshops) language development progress (NYSESLAT Parent Report explaining results, levels and scale scores and how they translate into levels), language proficiency results (Emerging, Entering, Transitioning, Expanding and Commanding levels), and language development needs in all content areas (Integrated ENL and how it will address instruction in English language skills in ELA and content areas subjects). All communication with parents including memos, calendars, notices and letters are sent home in both Spanish and English. Translation is offered whenever needed by our ENL staff (See below). All pertinent information is also posted on the Parent Bulletin Board at the main entrance of the school as well as on the doors and hallways of the mini-school building in both Spanish and English. We use the School Messenger service to notify parents of school events and school closings. This service provides translation to our parents in many different languages. In addition, every member of our office staff is bilingual and, therefore, able to communicate with parents and assist teachers, guidance counselors and other staff members in communicating with parents. In addition, our LPT team has three members that are bilingual in Spanish and English. On every Tuesday of the school year, we have Parent Engagement time from 2:20 to 3:00 pm. During this time, teachers reach out to parents by phone or make appointments with individual parents in order to address the goals of the program, discuss individual children’s progress, areas for concern and ideas for parents on how to support children at home. Discussions also include language proficiency assessment results and language development needs in all content areas. Our bilingual teachers are available for interpretation and translation as needed during parent engagement time. On September 22, 2016, we conducted Back to School evening from 4:30 to 7:30. We provided translation in all classrooms when needed. We introduced our enrichment teachers and explained our special programs in music, chorus and band. At that time, our bilingual/ENL staff provided translation when needed.

In addition, our Art teachers (Pimentel and Barbosa) provided nine workshops centered on holiday art. Moreover, we provided ENL classes for parents from October, 2016 through May, 2017 from 2:20 to 3:30 to support our non-English speaking parents. During that time, we provide child-care services in order to give our parents an opportunity to attend the sessions.

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

At PS 91, we offer a parent survey which is distributed and collected by our Parent Coordinator in order to determine parents’ needs. Once we have that information, we address common issues or concerns at our parent workshops or on an individual basis as needed or requested. At PS 91, it is our goal to create a welcoming, informative community that addresses the social and academic needs of all our students and families. In order to foster parent involvement, our school offers arts and crafts parent workshops throughout the school year for special occasions such as Mother’s Day, Father’s Day and holidays. In addition, we celebrate our Greatest Guardians on June 6, 2017 and our Spring Culture Dinner, June 20, 2017, to which faculty and staff provide homemade food from their native countries along with our parents. Moreover, our parents are invited to all of our school’s performances for orchestra, chorus and dance as well as to our awards assemblies and for breakfast to celebrate our students who receive recognition for displaying admirable characteristics that support our Character Education program (4 times a year). These specific and important activities foster parent involvement for parents of ELLs throughout the school year.

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, Meridith Struhl Nasjletti, 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
   a. 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.
   a. 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 NYSITEELL is determined.
   a. 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 NYSITEELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. 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.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. 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.
    a. 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.
    b. 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>Meridith Nasjletti</td>
<td>Principal</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Patricia Mamara</td>
<td>Assistant Principal</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Geormari Cruz</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Erica De La Rosa</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Tia Jasper</td>
<td>Parent</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Carol Pincus/ENL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Ashley Beccia/ENL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Vanessa Jacyszyn</td>
<td>Coach</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Laura Floersheim</td>
<td>Coach</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Sofia McCartney</td>
<td>School Counselor</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Maribel Hulla</td>
<td>Superintendent</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Maria Guerrero</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>1/1/01</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>1/1/01</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>1/1/01</td>
<td></td>
</tr>
</tbody>
</table>

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

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)Geomari</td>
<td>Cruz</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* 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 data and methodologies that are used to assess our schools written translation and oral interpretation needs comes from the Home Language Survey which is completed at registration by each parent. Since the data indicates that the majority of our school's ELL parents are Spanish-speaking, we make certain that all of our written communication is translated into Spanish so that our parents are provided with appropriate information in a language that they can understand in a timely manner. We rely on oral interviews at the time of registration as well as the information gleaned from the Student Emergency Contact cards. In addition, we provide oral interpretation services whenever needed, such as at registration, Parent/Teacher Conferences, Curriculum Workshops and Meet and Greets, informal parent/teacher meetings, and at school assemblies, celebrations and graduations. The NYSESLAT Parent Report is also sent home in both languages so that parents are aware of how their children scored on the state English exam for language learners. Furthermore, School Messenger is utilized so that if there is a need, interpretation services are provided in any of the covered languages. With regard to parents who speak languages other than Spanish and who require written translation and/or oral interpretation, we have designated Geomari Cruz, Parent Coordinator as our Language Access Coordinator. She attended LAC
The training prepared her to support our school in monitoring our parents’ language needs; it has also helped her to identify school staff who are qualified and available to provide interpretation assistance. In addition, she will be trained on how to allocate funding to provide language assistance if needed and also learn how to inform parents of the availability of language assistance services. Using the information from the RHHL report (Home Language Report) and the RCPL, it is evident that our population is predominately Spanish speaking with a small group of (21) students from Bengali speaking families. Therefore, we will rely on our Spanish bilingual pedagogues to support our Spanish speaking student/parent population. We will contact the Translation and Interpretation Unit for support for our second biggest population of non-English speakers if needed so as to ensure that our Bengali-speaking parents are fully informed. We will also use the Over-the-Phone Interpretation resource to support our Bengali-speaking families is needed.

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>The following numbers indicate the language and the written preference as referenced from the RCPL report:</td>
<td>The following numbers indicate the percent written by language as referenced from the RCPL report:</td>
<td>The following numbers indicate the oral preference as referenced from the RCPL report:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albanian: 3</td>
<td>Albanian: 0.44</td>
<td>Albanian: 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bengali: 16</td>
<td>Bengali: 2.34</td>
<td>Bengali: 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese: 4</td>
<td>Chinese: 0.58</td>
<td>Chinese: 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French: 1</td>
<td>French: 0.15</td>
<td>French: 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulani: 1</td>
<td>Fulani: 0.15</td>
<td>Fulani: 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gujarati: 1</td>
<td>Gujarati: 0.15</td>
<td>Gujarati: 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haitian Creole: 1</td>
<td>Haitian Creole: 1</td>
<td>Haitian Creole: 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hausa: 1</td>
<td>Hausa: 0.15</td>
<td>Hausa: 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandarin: 0</td>
<td>Mandarin: 0.15</td>
<td>Mandarin: 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish: 357</td>
<td>Spanish: 52.19</td>
<td>Spanish: 357</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twi: 1</td>
<td>Twi: 0.15</td>
<td>Twi: 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English: 289</td>
<td>English: 42.25</td>
<td>English: 289</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandarin: 0</td>
<td>Mandarin: 0.29</td>
<td>Mandarin: 0.29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French: 0.29</td>
<td>French: 0.29</td>
<td>French: 0.29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albanian: 0.44</td>
<td>Albanian: 0.44</td>
<td>Albanian: 0.44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese: 3.07</td>
<td>Chinese: 3.07</td>
<td>Chinese: 3.07</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French: 0.15</td>
<td>French: 0.15</td>
<td>French: 0.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulani: 0.29</td>
<td>Fulani: 0.29</td>
<td>Fulani: 0.29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gujarati: 0.15</td>
<td>Gujarati: 0.15</td>
<td>Gujarati: 0.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haitian Creole: 0.15</td>
<td>Haitian Creole: 0.15</td>
<td>Haitian Creole: 0.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hausa: 0.15</td>
<td>Hausa: 0.15</td>
<td>Hausa: 0.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandarin: 0.29</td>
<td>Mandarin: 0.29</td>
<td>Mandarin: 0.29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish: 52.19</td>
<td>Spanish: 52.19</td>
<td>Spanish: 52.19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twi: 0.15</td>
<td>Twi: 0.15</td>
<td>Twi: 0.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urdu: 0.15</td>
<td>Urdu: 0.15</td>
<td>Urdu: 0.15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Language</th>
<th>English: 306</th>
<th>Spanish: 347</th>
<th>Twi: 1</th>
<th>Urdu: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandarin</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hausa</td>
<td>0.15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twi</td>
<td>0.15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urdu</td>
<td>0.15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are no languages represent at least 10% of the population of our school.

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>All of the documents that our school typically disseminates every year that require translation are as follows: calendars (distributed monthly), homework sheets (distributed weekly), Parent/Teacher conference day/evenings (September 22, 2016, November 3, 2016, March 9, 2017, May 17, 2017), official holidays throughout the school year, after-school program for ELL students (October 19, 2016) fliers announcing ESL parent classes, curriculum workshops in Math and English Language Arts as scheduled by the Parent Coordinator, New York State testing dates as indicated in the testing calendar and any letters from administration to parents. Written translation services are provided by a highly qualified in-house certified pedagogue who is bilingual and has the ability to translate</td>
<td>The general rule that our school follows is that ten day before an event is to take place, a letter/flier will be sent home in both languages. For Parent/Teacher Conferences, we</td>
<td>Since all of the documents have already been translated, we are ensured of timely provision to parents. Any revisions such as dates and</td>
</tr>
</tbody>
</table>

2018-19 CEP
documents into Spanish in a timely manner so that ELL parents receive information at the same time as the non-ELL parents. If there is a need to translate parent letters into a language other than Spanish, we will contact the Translation and Interpretation Unit of the DOE in order to provide the necessary information for parents who speak languages other than Spanish and who request written translation. If the Translation and Interpretation Unit services are unavailable, we would contact an outside vendor to provide written translation if necessary.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences</td>
<td>The general rule that our school follows is that ten days before an event is to take place, a flier will be sent home in both languages. A reminder is sent home the week of the event.</td>
<td>During our Parent/Teacher Conferences, we assign bilingual staff members to particular teachers who will be in need of interpretation services. We also assign bilingual teachers to each floor of the school building in order to ensure that interpreters are available if/when needed. Teachers are provided with the Over-The-Phone Interpretation phone number in the case that</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences</td>
<td>The general rule that our school follows is that ten days before an event is to take place, a flier will be sent home in both languages. A reminder is sent home the week of the event.</td>
<td>During our Parent/Teacher Conferences, we assign bilingual staff members to particular teachers who will be in need of interpretation services. We also assign bilingual teachers to each floor of the school building in order to ensure that interpreters are available if/when needed. Teachers are provided with the Over-The-Phone Interpretation phone number in the case that</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of a school emergency, all of our school’s office secretaries are bilingual in English/Spanish; therefore, they would be instrumental in communicating with limited-English-proficient families. Our parent coordinator who is also English/Spanish bilingual would also be required to support communication in the event of an 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.

Our school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 by informing them that limited-English-speaking parents are provided with a meaningful opportunity to participate and have access to programs and services critical to their child’s education. This information will be disseminated at our first staff meeting on Wednesday, September 6, 2017. At that time, they will be given the Over-the-Phone Interpretation phone number (1-800-231-0288) and code (109091) for our school to be used by DOE employees only.

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.)

Our school will fulfill parental notification requirements for translation and interpretation services as per Section VII of Chancellor's Regulation A-663 by posting all pertinent information such as phone number for language assistance from the Translation and Interpretation Unit (718-752-7373). In addition, our school will post the over-the-phone interpretation services number in our main vestibule, in our mini-building entrance and on our parent bulletin board. The flier is available to all staff for Over-The-Phone-Interpretation (1-800-231-0288) with the school code: 109091.

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