2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Number (DBN): 10X291

BEDS Code: 321000010291

Grades Served: K – 5

School Address: 2195 Andrews Ave Bronx NY 10453

Phone Number: (718) 563 – 0776

Fax: (718) 563 – 1499

School Contact Person: Carlos Velez

Email Address: Cvelez1@schools.nyc.gov

Principal: Carlos Velez

UFT Chapter Leader: Elizabeth Martinez

Parents’ Association President: Analdo Ferreira

SLT Chairperson: Carlos Velez

Title I Parent Representative (or Parent Advisory Council Chairperson): Frances Jabour

Student Representative(s): ----

CBO Representative: ----

District Information

Geographical District: 10

Superintendent: Maribel Torres - Hulla

1 Fordham Plaza Bronx NY

Superintendent’s Office Address: MHulla@schools.nyc.gov

Superintendent’s Email Address: (718) 741-5852

Phone Number: (718) 741-7098

Fax: ----

Field Support Center (FSC)

FSC: Bronx

Executive Director: Jose Ruiz
Executive Director’s Office Address: 1230 Zerega Avenue Bronx NY 10462

Executive Director’s Email Address: JRuiz2@schools.nyc.gov

Phone Number: (718) 828-7776  Fax: (718) 828-3113
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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>Carlos Velez</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Martinez</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Analdo Ferreira</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Skyler Mariani</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Frances Jabour</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></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></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>Krystal Ilaraza</td>
<td>Literacy Coach</td>
<td></td>
</tr>
<tr>
<td>Assunta Mariani</td>
<td>Special Education/IEP Teacher</td>
<td></td>
</tr>
<tr>
<td>Carlos Velez (Staff)</td>
<td>SLT Chairperson</td>
<td></td>
</tr>
<tr>
<td>Dezereee Marshall</td>
<td>Parent</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>Ricelly Veloz</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Crystal Reyes</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Talisha Quiones</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent</td>
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<td>Member/</td>
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<td>Member/</td>
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</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> 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</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

1. What is your school’s mission statement?

Our school mission is to create an environment which is child centered and nurturing, recognizing the cultural diversity of our community. In partnership with our students, parents, staff and community, there is the belief that all students can meet high standards of excellence and challenge. We believe that the role of the school and the home is to provide a climate that enhances the student’s cognitive, creative and social growth, thereby increasing the child’s potential for success.
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.

PS 291 is an elementary school serving kindergarten to fifth grade students in University Heights section of the Bronx. Our student enrollment is 601 pupils, 88% Hispanic, 11% African American, 1% Asian and 0% White. Our percentage of special education students is 23% and English as a New Language Learners is 25%. Our school culture is an important characteristic of our learning environment. Our Framework Scores, derived from our Quality Review and NYC school survey indicate the following: We scored exceeding in the following areas, Effective school leadership (4.91), Trust (4.56), Strong Family and Community Ties (4.51) and Collaborative Teachers (4.05). We scored meeting in the following areas: Rigorous Instruction (3.82), Supportive Environment (3.67) and Student Achievement (3.35). Our positive school culture carries over to our teacher teams. One strength in our building is the collaboration within our teacher teams. Our teams work together to create lessons, goals for students, and assessments that ensure that all of our students meet their learning objectives. We have weekly professional learning sessions, common planning meetings, a K-2 and 3-5 literacy coach, a math coach, Universal Literacy coach, and Early Reading Matters teacher leaders to support each other in reviewing and refining our curriculum. At PS 291 we have many collaborative partnerships that support student achievement and growth. Our K-3rd grade teachers will begin their second year with our Early Reading Matters (ERM) professional development partnership. Last school year, we received thirty days of on-site professional development with an Early Reading Matters coach and six full days of off-site professional development. The focus was on early literacy skills such as, guided reading, shared reading, interactive read alouds, interactive writing, looking at student work and refining literacy curriculum. We also selected teacher leaders to distribute leadership among our K-3 grade teams. The K-2 literacy coach continued the professional learning throughout the school year. We have had a Professional Development Learning Site (PDSL) partnership with Lehman College for the past seventeen years, where we supervised their student teachers and worked together providing professional development. This year, we have been selected as a NYC Teaching Academy (NYCTA) school. NYCTAs give aspiring teachers from multiple pathways a passport to high-quality preparation. Through the intensive efforts of NYC Department of Education schools and in close partnership with local universities and DOE district leaders, NYCTAs offer future educators high quality coaching and clinical preparation embedded in NYC classrooms. NYCTAs are places where collaboration, professional learning, and continuous growth and development for all members of the school community are deeply embedded in the school culture.

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

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

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.
Last school year, we made the most progress in the Framework - **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. Through our partnership with Early Reading Matters (ERM) our K-3 teachers worked collaboratively with the ERM coach, school based literacy coaches, the ERM grade leaders and each other to enhance their literacy pedagogy. Our school wide data showed progress with student’s independent reading levels according to our Developmental Reading Assessment (DRA2) data. This school year we will continue our work with our K-3 teachers to deepen their literacy pedagogy. In mathematics we will continue our focus on rigorous instruction, with an emphasis on Number Talks and student led questioning and discussions. The math coach will also focus on building content knowledge using Zearn.
### School Demographics and Accountability Snapshot for 10X291

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>Dual Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>0K,01,02,03,04</td>
<td>638</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>N/A</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>40</td>
<td>50</td>
<td>2</td>
<td>41</td>
<td>48</td>
<td>2</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># Foreign Language</th>
<th># Dance</th>
<th># CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>35</td>
<td>35</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate (90.7%)</th>
<th>% Free Lunch (96.2%)</th>
<th>% Reduced Lunch (2.8%)</th>
<th>% Limited English Proficient (27.4%)</th>
<th>% Students with Disabilities (17.2%)</th>
</tr>
</thead>
</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>% White</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.2%</td>
<td>0.4%</td>
<td>0.8%</td>
<td>N/A</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

#### Personnel (2015-16)

<table>
<thead>
<tr>
<th>Years Principal Assigned to School (2018-19)</th>
<th># of Assistant Principals (2016-17)</th>
<th>% of Teachers with No Valid Teaching Certificate</th>
<th>% Teaching Out of Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1</td>
<td>4</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.1%</td>
<td>36.3%</td>
</tr>
</tbody>
</table>

#### ELA Performance at levels 3 & 4 (2016-17) | Science Performance at levels 3 & 4 (2017-18) | Science Performance at levels 3 & 4 (8th Grade) (2016-17) | N/A |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
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</table>

#### Student Performance for High Schools (2016-17)

<table>
<thead>
<tr>
<th>Global History Performance at levels 3 &amp; 4</th>
<th>US History Performance at Levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

#### 4 Year Graduation Rate (2017-18) | % ELA/Math Aspirational Performance Measures (2015-16) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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</table>

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

<table>
<thead>
<tr>
<th>Reward Recognition</th>
<th>In Good Standing</th>
<th>Focus District</th>
<th>Priority School</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

##### Elementary/Middle School

**Met 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>White</th>
<th>Students with Disabilities</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

**Met 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>White</th>
<th>Students with Disabilities</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</table>

**Met 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>White</th>
<th>Students with Disabilities</th>
<th>Economically Disadvantaged</th>
</tr>
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<tbody>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

#### High School

**Met 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>White</th>
<th>Students with Disabilities</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</table>

**Met 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>White</th>
<th>Students with Disabilities</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

**Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>White</th>
<th>Students with Disabilities</th>
<th>Economically Disadvantaged</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>
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</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.

- During our previous Quality Review, our rating showed that our instructional core ensures engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners, and that alignment to the common core learning standards is proficient (1.1). We will continue this practice and focus on the learning shifts.

- PS 291 currently uses CKLA in grades K-2 and Expeditionary Learning in 3-5 for rigorous ELA instruction.

- High Standards using the CCLS are set in all classrooms with a focus on instruction that is motivating to all students as well as developing critical thinking skills and ensuring the development of active student engagement.

- Curriculum is challenging, engaging and aligned across grades, and classes are well defined with clear expectations for student success.

- Curriculum is clear, well structured, and encourages students to build and apply knowledge.

- Classrooms are interactive and encourage students to build and apply knowledge.

- Our school strengths are:

  - Creating a coherent progression of skills within the standards from grade to grade so student reading and writing knowledge and skills build on previous learning as foundations for ELA concepts taught in earlier years and to build toward the later years.

  - Balancing Informational and Literary Text.

  - Students build knowledge about the world through text.

  - Students read the central, grade appropriate text around which instruction is centered. Teachers create more time and support in the curriculum for close reading.

  - Creating a coherent progression of skills within the standards from grade to grade so student reading and writing knowledge and skills build on previous learning.
Using a common language and building a shared understanding of high-quality instruction, which enhances our educators’ ability to communicate and align resources across the school.

- **Our School needs:** This information has been determined by looking at formative classroom data in both ELA and Math, NYS testing data in grades 3 - 5, Periodic Assessments and the Framework for Great Schools report.
  
  - Our fourth grade students have not made the same progress as their peers in 3rd and 5th grade. We will focus on improving ELA achievement within our fourth grade classes.
  
  - According to our 2017 NYS ELA testing results, in fourth grade the overall percentage that achieved levels 3 & 4 is 37%, which is a decrease from last year.

- A subgroup within the fourth grade population we will further focus on are the students who scored at proficiency level 2 in the NYS ELA.

### 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, there will be an increase in the number of fourth graders performing at levels 3 & 4 in NYS ELA by 5%.
### 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).

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

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>All Students</td>
</tr>
<tr>
<td>K-5</td>
</tr>
</tbody>
</table>

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

| Sept 2018-June 2019 |
| K-5 Teachers, AIS Providers, Paraprofessionals, Related, Instructional Coaches |

Through the use of CKLA and Expeditionary Learning we will measure impact of writing grounded in text.

- Teachers will participate in collaborative planning session around Expeditionary Learning, ELA test simulations, targeted small group instruction, reading responses and using student data to drive instruction, which will lead to increased student performance in NYS ELA exam.

- Professional development will include text based questioning, looking at student work to norm formative assessments and revise rubrics, developing effective, actionable feedback, and using data to adjust curriculum and drive instruction. (reflect, refine and re-teach)

Digital tools, such as computers, smart board and ipads, will be used for both remedial help and enrichment in classrooms and during lunchtime in the cafeteria.

- Item Analysis of school wide NYS ELA test data will be analyzed, both as a teacher reflection tool and as a way for teachers to refine their practice with their current students.

Teachers will scaffold for students with high-need by focusing on the learning progressions in literacy and mathematics to show measurable progress.

- In addition, students with high-needs and those who need enrichment have the opportunity to participate in after-school and Saturday academy.

- Classrooms also receive AIS to continue working with high-need students.

- Multiple entry points: Including technology, small group instruction and conferring. (1-1)

- Teachers will provide effective feedback that is actionable and measurable.
Parents will receive notifications, which inform them of the progress of their children every 6-8 weeks based on current units of study. (Translated into Spanish)

Parents will be invited during Parent engagement Tuesdays to address any concerns and to guide parents through the process and expectations for students.

Parents will be invited to monthly curriculum based hands-on workshops with their child where they will be coached on ways to support their children at home.

Throughout the academic year, parents have access to the Parent Coordinator to help with parent-teacher communication.

Monthly parent newsletters, which indicate the student learning objectives. (Translated into Spanish)

Reading logs customized by grade will be sent home to increase parent involvement with students’ reading progression of skills.

Teachers will meet twice a month to reflect upon both student discipline and parent contribution to students reading at home by looking at these reading logs at the grade and the class level. The amount of time students read will be increased during the year to improve stamina.

### 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.

To ensure our parents understand rigorous instruction and the common core, we will offer parent workshops throughout the school year. The key personnel responsible for implementation will be classroom teachers, the parent coordinator, the community coordinator and the coaches/staff developers. The timeline is as follows: September - Curriculum night - Classroom teachers, November - Parent Teacher Conferences, Parent coordinator Workshop, December - Staff Developer workshop, Classroom Instructional Visit, January - Community Coordinator workshop, March - Parent Teacher Conferences & Parent Coordinator workshop, April - Classroom Instructional Visit, May - Parent Teacher Conferences, June - Community Coordinator Workshop.

### Part 4 – Budget and Resource Alignment

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

Per Session funding for after school programs

*Wednesday & Thursday (2:45pm - 5:00pm) 4 teachers

Per Session funding for Saturday Program
2018-19 CEP

*Saturday (8:30am - 12:00 pm) 4 teachers

RAZ kids individual online reading Program (K-5)

DRA2 Online Management System (K-5)

Student workbooks for After school Program & Saturday Program

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

Literacy Curriculum & supporting materials (Resources K-5)

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

Fourth grade push-in Teacher

| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |
|---|---|---|---|---|---|---|---|---|---|
|  | Tax Levy | Title I SWP | Title I TA | Title II, Part A | Title III, Part A | Title III, Immigrant |
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<table>
<thead>
<tr>
<th>Part 5 – Progress Monitoring</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>o From October 2018 to March 2019, the fourth grade teachers will administer three ELA interim assessments based on the CCLS. The teachers will work with the coaches to analyze the results of the interim assessments and to plan future rigorous instruction.</td>
</tr>
<tr>
<td>o By January 2019, the fourth grade students will be administered a simulation NYS ELA exam as part of progress monitoring. The teachers and support staff will determine if the level 2 students have made a minimum of 3% gains. Teachers will work in collaboration with coaches and AIS providers to monitor progress of Level 2 students in order to reflect upon and refine practice.</td>
</tr>
<tr>
<td>Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</td>
</tr>
<tr>
<td>We will use school created mid year benchmark ELA assessments to determine progress towards our goal.</td>
</tr>
<tr>
<td>Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</td>
</tr>
</tbody>
</table>
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?

PS 291 has a strong positive supportive environment. Constituents of the school community feel safe and supported according to the school survey results. Our parents feel that their children are safe at school and feel that there is an adult their child trusts and can go to for help with a problem. According to our previous quality review, the rating of school culture is well developed. We instill character education through our school wide book of the month. Each text is carefully selected based on the socio-emotional learning students will glean from the book’s message. This ensures that students from K-5 are all learning these life lessons that will guide them in their positive character development. In addition, grades 3-5 often emphasize human rights issues in their literacy program. This year we will begin learning about Culturally Responsive Teaching to insure equity for all students. We develop community among staff and students via numerous events such as: Dress the School Pink (Breast Cancer Awareness), Dress the School Orange (United Against Bullying), Alzheimer’s Fundraiser Walk, Light up Blue for Autism awareness, Red Nose Day and City Harvest canned food collection. We host various school celebrations inviting students to our fall, winter and spring dances. In addition, we celebrate our school community’s diversity with our Annual Cultural Diversity Day where students perform songs/dances celebrating various cultures. We believe these activities foster a sense of spirit and community, which brings us together. Our school also supports students’ academic achievements. Students are aware of school wide expectations for learning, including the so-called “soft skills” of coming prepared to school, paying attention, completing homework, being responsible for personal and school belongings, trying their best, and generally learning to take responsibility for their own learning. These are important skills — that have also been identified by the DOE — that engender student engagement. They encourage ownership and decision-making, requiring the student to be actively engaged, which promotes college and career readiness. Our teachers are knowledgeable about the different reading, writing and math levels and learning styles in their classes. According to our previous quality review, our findings show an area of focus for statement 1.1 of the instructional core: Ensure engaging, rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to CCLS and/or content standards.

Our area of need this school year is to increase mathematical discussions and reasoning skills. Our professional development focus in math will be on Number Talks. We will strengthen student accuracy, efficiency and flexibility with mental math and computation strategies. The heart of Number Talks is classroom conversations focused on making sense of mathematics. Number talks will help students clarify their math thinking, investigate and apply mathematical relationships, build a repertoire of efficient strategies, make decisions about choosing efficient strategies for specific problems, consider and test other strategies to see if they are mathematically logical. This will ensure that students are able to use different math strategies, which will help build fluency in mathematics. This will also reinforce their critical thinking skills which will lead to increased achievement in mathematics. We also have added the Zearn Math curriculum to enhance our current math curriculum. Zearn includes independent digital student lessons, small group lessons, whole class activities and digital assessments and reports. Also included is a year-long professional development series.
<table>
<thead>
<tr>
<th><strong>Part 2 – Annual Goal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>By June 2019, we will increase the percentage of students achieving proficiency levels 3 &amp; 4 in NYS Math by 5% in fourth grade.</td>
</tr>
</tbody>
</table>
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>
</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). |
| Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
| K-5 teachers, AIS providers, Cluster teachers, Paraprofessionals Related service providers, Coaches, staff developers | Sept 2018 – June 2019 | Math Coach  
Staff Developers  
4th Grade Push In Teacher  
School Leaders  
Guidance staff  
Parent Coordinator |
| Teachers will participate in Zearn professional development  
Teachers and math coach will analyze data results in Zearn, look for trends and re-teaching opportunities  
Teachers will participate in collaborative planning of Number Talks, tiered math tasks, guided math lessons, small group instruction, fluency building activities, using student data to drive the instruction, which will lead to increased student performance in NYS math exam.  
Staff will receive professional development on incorporating Number Talks within the math block  
Seasoned teachers and coaches will provide professional development on differentiated learning tasks in math in the general education classrooms as well as for students with IEPs/ELLs/504 Plans  
Instructional staff will provide professional development on effective feedback  
Set up classroom inter-visitations  
Planning sessions to develop differentiated tasks (including AIS providers) that promote student proficiency by using methods that are unbiased and accessible to all students. |
| Active outreach by teachers, guidance staff and the Parent Coordinator to schedule meetings with individual parents, especially during extended days on Tuesdays. |
| Our special education teachers are well versed in differentiating learning tasks and instruction that can be reasonably completed under the specified conditions. We will create a cohort with our special education teachers and ELL teachers to support one another and create a level playing field for all students. |
| Special education teachers  
Bilingual & ELL teachers  
Staff Developers  
4th Grade Push In Teacher  
School Leaders |
### Zearn Home Access

Parents will receive notifications, which inform them of the progress of their children every 6-8 weeks based on current math curriculum. (Translated into Spanish)

### Parent Engagement Tuesdays

Parents will be invited during Parent engagement Tuesdays to address any concerns and to guide parents through the process and expectations for students.

### Monthly Curriculum-based Hands-on Workshops

Parents will be invited to monthly curriculum-based hands-on workshops with their child where they will be coached on ways to support their children at home.

### School Community Coordinator

Through out the academic year, parents have access to the Parent Coordinator to help with parent-teacher communication.

### Monthly Parent Newsletters

Monthly parent newsletters, which indicate the student learning objectives. (Translated into Spanish)

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### 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.**

To ensure our parents understand supportive environment to support their children at home, we will offer parent workshops throughout the school year. The workshops will be about ways to support your child at home with math fluency, unpacking the grade level expectations in math, and ways they can have math conversations similar to Number Talks at home. The key personnel responsible for implementation will be classroom teachers, the parent coordinator, the community coordinator and the coaches/staff developers. The timeline is as follows: September - Curriculum night - Classroom teachers, November - Parent Teacher Conferences, Parent coordinator Workshop, December - Staff Developer workshop, Classroom Teacher Workshops, January - Community Coordinator workshop, March - Parent Teacher Conferences & Parent Coordinator workshop, April - Classroom Teacher Workshops, May - Parent Teacher Conferences, June - Community Coordinator Workshop.

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### Part 4 – Budget and Resource Alignment

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

*Per Session funding for after school programs*

*Wednesday & Thursday (2:45pm - 5:00pm) 4 teachers*
Per Session funding for Saturday Program

*Saturday (8:30am - 12:00 pm) 4 teachers

Zearn online math support program

Student workbooks for After school Program & Saturday Program

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

Zearn Curriculum & supporting materials (Resources K-5)

Math classroom library, math center activities, math games etc

Fourth grade push-in Teacher

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
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</thead>
<tbody>
<tr>
<td>X Tax Levy</td>
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<td>_ C4E</td>
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</table>

Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>o From October 2018 to March 2019, the fourth grade teachers will administer three Math interim assessments. The teachers will work with the math coach to analyze the results of the interim assessments and to plan future rigorous instruction.</td>
</tr>
<tr>
<td>o By January 2019, the fourth grade students will be administered a simulation NYS Math exam as part of progress monitoring. The teachers and support staff will determine if the level 2 students have made a minimum of 3% gains. Teachers will work in collaboration with the math coach and AIS providers to monitor progress of Level 2 students in order to reflect upon and refine practice.</td>
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<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
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</thead>
<tbody>
<tr>
<td>We will use school created mid year benchmark Math assessments to determine progress towards our goal.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
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2018-19 CEP
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.

At PS 291 we have a structure for continuous professional development with our staff. Our school holds weekly professional development where staff participates in tiered activities based on teacher needs and student data trends. Our professional development topics include Number Talks, student questioning, differentiated student activities, effective feedback, curriculum adjustment and alignment, student learning goals, literacy centers, ENL strategies, social emotional learning, fluency/application in mathematics, Early Reading Matters literacy professional development and advanced literacy skills. According to our 2014-2015 quality review, our school received a proficient rating in quality review statement 4.2:

Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

This year, our math coach will lead professional development for our kindergarten through fifth grade teachers on utilizing Zearn math curriculum and continue Number Talks. We are beginning our second year with our Early Reading Matters (ERM) partnership. Our school has been assigned an ERM reading coach, who provides thirty days of school based professional development for our kindergarten through third grade teachers. The literacy areas of focus are shared reading, interactive read aloud, independent reading, literacy centers, interactive writing, guided reading and benchmark data analysis. We are beginning our third year with our Universal Literacy coach. The Universal Literacy coach works with the kindergarten through second grade teachers. Her focus is on the Five Pillars of reading - Phonemic awareness, phonics, fluency, vocabulary and comprehension. We have been chosen as a NYC Teaching Academy school. NYCTAs are places where collaboration, professional learning, and continuous growth and development for all members of the school community are deeply embedded in the school culture. Administrators and teachers actively contribute to an environment in which students and pre-service teachers develop the knowledge, skills, and mindsets that will prepare them for their futures.

Our second graders are an area of focus this year. We want to ensure that students are approaching or meeting grade level reading by the end of second grade. According to our Developmental Reading Assessment (DRA2), last year 43% of our second graders read at or above grade level. The second grade teachers will work closely with the Universal Literacy coach, the Early Reading Matters consultant and the onsite K-2 literacy coach.

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, 52% of second graders will be reading at or above grade level according to the Developmental Reading Assessment (DRA2).
**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>
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<tbody>
<tr>
<td>• 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).</td>
<td>2nd grade teachers, AIS providers, Related service providers, Coaches, Universal Literacy coach, ERM reading consultant</td>
<td>Weekly Sept. 2018 – June 2019</td>
<td>2nd grade Teachers, K-2 Literacy Coach, Universal Literacy, ERM consultant, School Leaders</td>
</tr>
<tr>
<td>● Weekly professional development with Universal Literacy coach around the 5 pillars of reading</td>
<td>2nd grade teachers, AIS providers, Related service providers, Coaches, Universal Literacy coach, ERM reading consultant</td>
<td>Weekly Sept. 2018 – June 2019</td>
<td>2nd grade Teachers, K-2 Literacy Coach, Universal Literacy, ERM consultant, School Leaders</td>
</tr>
<tr>
<td>● Weekly grade meetings/content area meetings with the K-2 Literacy Coach</td>
<td>2nd grade teachers, AIS providers, Related service providers, Coaches, Universal Literacy coach, ERM reading consultant</td>
<td>Weekly Sept. 2018 – June 2019</td>
<td>2nd grade Teachers, K-2 Literacy Coach, Universal Literacy, ERM consultant, School Leaders</td>
</tr>
<tr>
<td>● Monthly meetings with the ERM reading coach</td>
<td>2nd grade teachers, AIS providers, Related service providers, Coaches, Universal Literacy coach, ERM reading consultant</td>
<td>Weekly Sept. 2018 – June 2019</td>
<td>2nd grade Teachers, K-2 Literacy Coach, Universal Literacy, ERM consultant, School Leaders</td>
</tr>
<tr>
<td>● Data Analysis of GMRT fall/spring results</td>
<td>2nd grade teachers, AIS providers, Related service providers, Coaches, Universal Literacy coach, ERM reading consultant</td>
<td>Weekly Sept. 2018 – June 2019</td>
<td>2nd grade Teachers, K-2 Literacy Coach, Universal Literacy, ERM consultant, School Leaders</td>
</tr>
<tr>
<td>● RAZ kids online reading support</td>
<td>2nd grade teachers, AIS providers, Related service providers, Coaches, Universal Literacy coach, ERM reading consultant</td>
<td>Weekly Sept. 2018 – June 2019</td>
<td>2nd grade Teachers, K-2 Literacy Coach, Universal Literacy, ERM consultant, School Leaders</td>
</tr>
<tr>
<td>● Our 2nd grade teachers and Special Education teachers work collaboratively with their grade teams</td>
<td>2nd grade teachers, AIS providers, Related service providers, Coaches, Universal Literacy coach, ERM reading consultant</td>
<td>Sept. 2018–June 2019</td>
<td>Literacy Coach, Universal Literacy coach, ERM consultant, School Leaders, IEP Teacher, ENL Teacher</td>
</tr>
<tr>
<td>* Our ENL teacher will support the ENL students in their reading acquisition</td>
<td>2nd grade teachers, AIS providers, Related service providers, Coaches, Universal Literacy coach, ERM reading consultant</td>
<td>Sept. 2018–June 2019</td>
<td>Literacy Coach, Universal Literacy coach, ERM consultant, School Leaders, IEP Teacher, ENL Teacher</td>
</tr>
<tr>
<td>● We have an onsite K-2 Literacy Coach and Universal Literacy coach to offer support as needed</td>
<td>2nd grade teachers, AIS providers, Related service providers, Coaches, Universal Literacy coach, ERM reading consultant</td>
<td>Sept. 2018–June 2019</td>
<td>Literacy Coach, Universal Literacy coach, ERM consultant, School Leaders, IEP Teacher, ENL Teacher</td>
</tr>
<tr>
<td>● OTPs who work closely with SWDs and collaborate with SBST staff to develop and revise student IEPs to include reading goals</td>
<td>2nd grade teachers, AIS providers, Related service providers, Coaches, Universal Literacy coach, ERM reading consultant</td>
<td>Sept. 2018–June 2019</td>
<td>Literacy Coach, Universal Literacy coach, ERM consultant, School Leaders, IEP Teacher, ENL Teacher</td>
</tr>
<tr>
<td>● Teacher teams create monthly parent newsletters which indicate the student learning objectives (translated into Spanish).</td>
<td>2nd grade teachers</td>
<td>Monthly Sept. 2018 – June 2019</td>
<td>• School Leaders</td>
</tr>
<tr>
<td>● Frequent parent letters sent home through the CKLA program to update parents on student units of study objectives</td>
<td>2nd grade teachers</td>
<td>Monthly Sept. 2018 – June 2019</td>
<td>• School Leaders</td>
</tr>
</tbody>
</table>
- Grade-customized reading logs for parents to monitor and support student reading at home. This also provides accountability of home reading assignments for both student and parents.

- Parents will be invited to monthly curriculum based hands-on workshops with their child where they will be coached on ways to support their children at home.

### 3b – Parent and Family Engagement

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure our parents understand collaborative teachers and strategies to support their children at home, we will offer parent workshops throughout the school year. Parents will learn how to use RAZ kids at home so students have independent reading opportunities. The Universal Literacy coach will administer professional development around the 5 pillars of reading. The second grade teachers will meet with parents during Tuesday Parent Engagement to share reading data results with parents. The key personnel responsible for implementation will be our Universal Literacy coach, classroom teachers, the parent coordinator, the community coordinator and the coaches/staff developers. The timeline is as follows: September - Curriculum night - Classroom teachers, November - Parent Teacher Conferences, Parent coordinator Workshop, December - Staff Developer workshop, Classroom Teacher Workshops, January - Community Coordinator workshop, March - Parent Teacher Conferences &amp; Parent Coordinator workshop, April - Classroom Teacher Workshops, May - Parent Teacher Conferences, June - Community Coordinator Workshop.</td>
</tr>
</tbody>
</table>

### Part 4 – Budget and Resource Alignment

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Session funding for after school programs</td>
</tr>
<tr>
<td>*Wednesday &amp; Thursday (2:45pm - 5:00pm) 4 teachers</td>
</tr>
<tr>
<td>Per Session funding for Saturday Program</td>
</tr>
<tr>
<td>*Saturday (8:30am - 12:00 pm) 4 teachers</td>
</tr>
<tr>
<td>Summer Planning Institutes</td>
</tr>
<tr>
<td>Per Diem Substitute Teachers</td>
</tr>
<tr>
<td>After school planning sessions</td>
</tr>
<tr>
<td>Saturday planning sessions</td>
</tr>
<tr>
<td>Off-site Professional Development</td>
</tr>
</tbody>
</table>
Professional Development Materials (Professional literature, copies, consultants)

**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>
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<td></td>
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<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
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<td>SIG</td>
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<td>PTA Funded</td>
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<td>In Kind</td>
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</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, 50% of our second graders will be reading at or above grade level according to the mid-year DRA2 assessment.

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

We will use the school created language assessment to assess progress towards this goal.

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

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

### Part 1 – Needs Assessment

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

At PS 291, effective school leadership sets the tone for high achieving schools. According to our 2017-2018 Measure of Leadership Practice (MOLP), we received a well-developed in the following big ideas: Curriculum, Pedagogy, Resource Allocation, Learning Environment, Assessment, Goal Setting, High Expectations, Teacher Feedback, Teacher Teams, and Monitoring and Revising. The principal continuously supports the professional growth of teachers and staff. We offer high quality weekly professional development; have onsite literacy and math coaches, staff developers and mentors to support our teachers. The principal meets three times a year with each individual staff member. At these meetings the following are discussed; student progress/achievement, teacher professional goals, curriculum based decisions, resources needed to enhance student learning, and professional development opportunities. At these meetings, the teachers have an open dialogue with school leaders where they can make suggestions and/or modifications that will help increase student achievement. The staff is also included in many decision-making areas, such as SLT, the hiring committee, curriculum decision-making, AIS intervention programs, and After school programs. Our school teacher survey reports show 95% or higher in the following categories: instructional core, systems for improvement and school culture. Also, 96% of the teacher staff agrees that the principal encourages open communication on important school issues. The principal has mentored staff members enrolled in School Administrator programs. According to our 2014-2015 quality review findings, our school received a well developed (area of celebration) rating in quality review statement 3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations. The level of trust in school leadership is reflected in the fact that all eligible teachers selected the option to have informal observations rather than the formal observation option. This shows that the teachers feel comfortable enough with the level of their everyday pedagogy that they don’t need to schedule observations formally, and there is a great deal of confidence in the effectiveness of the administrative staff that observes them.

According to our 2017-2018 Measure of Leadership Practice (MOLP), our area for improvement was to improve instructional strategies such as higher order questioning, accountable talk and student choice. We need to continue creating more opportunities for student led discussions with open ended questions through rigorous tasks. Currently, our average teacher rating in Teach Boost for indicator 3B-Questions and discussion techniques is 3.09.

### 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—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.
By June 2019, our average teacher rating in Teach Boost for indicator 3B-questions and discussion techniques will be 3.20.
### 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).

| Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change. | Teachers | Sept 2018 – June 2019 | School Leaders, Literacy Coaches, Math Coach, Universal Literacy Coach, Early Reading Matters consultant |
| 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 and coaches | Sept 2018–June 2019 | School Leaders, Coaches |

Data trends from Teach Boost & Advance, feedback to teachers, and student assessments will continue to be analyzed and disaggregated to determine professional development needs for teachers of ENLs, and SWDs.

Regular parent outreach meetings will continue to be held to: assist parents in understanding the CCLS; inform them of their child's progress; and provide parents with strategies to support their child at home.

### 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.

To ensure our parents understand effective student leadership to support their children at home, we will offer parent workshops throughout the school year. The key personnel responsible for implementation will be classroom teachers, the parent coordinator, the community coordinator and the coaches/staff developers. The timeline is as follows: September - Curriculum night - Classroom teachers, November - Parent Teacher Conferences, Parent coordinator Workshop, December - Staff Developer workshop, Classroom Instructional visit, January - Community Coordinator.
workshop, March - Parent Teacher Conferences & Parent Coordinator workshop, April - Classroom Instructional visit, May - Parent Teacher Conferences, June - Community Coordinator Workshop.

### Part 4 – Budget and Resource Alignment

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

| Per Session funding for after school programs |
| *Wednesday & Thursday (2:45pm - 5:00pm) 7 teachers |
| Per Session funding for Saturday Program |
| *Saturday (8:30am - 12:00 pm) 8 teachers |
| Summer Planning Institutes |
| Per Diem Substitute Teachers |
| Off-site Professional Development |
| Professional Development Materials (Professional literature, copies, consultants) |

**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>X</th>
<th>Tax Levy</th>
<th>X</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></td>
<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 January 2019, 80% of teachers will be rated as Effective or better in the observable component 3b: Question and Discussion techniques

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

Teach Boost and Advance Data Reports

**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.

At PS 291, we strive to create a welcoming environment for families and take advantage of community resources to enrich the cultural and civic life of the school. Parent communication and involvement are very important. The parent coordinator, the community assistant, and the guidance counselor all work together to invite parents into the school and provide translation services for parents. According to our 2016-2017 School Quality Snapshot, Strong Family - Community Ties, 98% of parents say the school staff regularly communicate with them about how parents can help their child learn and 97% of parents say they have communicated with their child's teacher about their child's performance. In the area of Trust, 98% of parents say that the school staff work hard to build trusting relationships with them.

Some of our parental involvement includes: parents invited to take part in celebrations, communication with parents via school calendar and grade specific news letters, Tuesday meetings for parents with their child’s teacher, parent workshops that target specific needs and interests, the Global Connect phone system, and our school website. Parents are invited to Curriculum Day, where they visit their child's class to view lessons. A showcase event we conduct every spring and take great pride in is our Cultural Diversity Day. Classroom teachers will poll students to choose a favorite country, then sign up to present music, dance and interesting facts about the country they've chosen. The celebration takes place in our schoolyard and parents and family are invited. We are continuing our arts program in our school. We have an on-site art teacher, we offer the Project Arts after school program, Dream Yard theater classes in kindergarten and Dancing Classrooms program for fifth grade students. We have also cultivated many community partnerships such as Good Shepherd After School Services and Good Shepherd Family Counseling Services. Health First provides health insurance for families, and NY Cares Winter Wishes fulfills students’ Christmas wish lists. In addition, we take part in City Harvest Holiday food drive, St. Jude Mathathon fundraiser, ALZ Walk, Autism Awareness, clothing donations and Red Nose Day. Our student attendance rate is 93.2%. According to the 2016-2017 data, 100% of our parents took the School Survey.

An area of need in our school is enhancing discussions between parents and teachers about student academic performance. Parents need a deeper understanding of student proficiency levels and benchmark requirements by grade as it pertains to their children.

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.
During the 2018-2019 school year, school leaders, teachers, and support personnel will share student data with parents at least 3 times per year facilitating a deeper understanding of student proficiency levels and support strategies, leading to an increase from 3.78 to 3.85 on the Learning Environment Survey: Rigorous Instruction.
### Activities/Strategies

Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>August 2018 – June 2019</td>
<td>Parent Coordinator, Guidance Counselor, Principal, Teachers, Literacy Coach, Math Coach, Community Assistant, School Mental Health Consultant</td>
</tr>
</tbody>
</table>

Student data will be shared with families in a way that they can understand a child's learning needs and success by school leaders, teachers and support personnel. The Parent Coordinator and/or Community Coordinator will provide training for parents to become familiar with NYCDOE websites and Webinars. This will allow parents to partner with the school to provide appropriate student support.

- *Parents will receive PD about DRA2 benchmarking system*
- *Parents will receive PD about NYSESLAT proficiency levels*
- *Parents will receive PD on ways to support their child in math at home*

Parents will meet on Tuesday afternoons, with teachers and support personnel to engage in dialogue to help parents understand data and ways in which to support their child's achievement.

Parents will attend monthly workshops for parents on various topics (SWDs, ENLs, discipline code, STH, health, guidance and counseling).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>August 2018 – June 2019</td>
<td>Parent Coordinator, Teachers, SBST staff</td>
</tr>
<tr>
<td>Parents</td>
<td>August 2018 – June 2019</td>
<td>Parent Coordinator, Guidance Counselor, Social Worker, Principal, Teachers, Community Assistant</td>
</tr>
</tbody>
</table>
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.

Good Shepherd Services, Dream Yard, Dancing Classrooms, School Mental Health Consultant Program, Bronx Neighborhood Health Action Center.

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.

Provide School Aides for child care services
Refreshments for Parent Workshops
Take home materials for parents (Read aloud books, workbooks, math manipulatives, math literature)
Computers, laptops, and other forms of multimedia, itunes apps
Workshop resources: handouts for reading, Smart boards, writing supplies)

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>
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<tbody>
<tr>
<td>X</td>
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<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
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<td>C4E</td>
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</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, two out of three regular parent outreach meetings as evidenced by agendas, sign-in sheets, and parent outreach logs would have been conducted to assist parents with their understanding of the CCLS, inform them of their child’s progress, and provide parents with strategies to support their child at home.

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

The parent sign in sheets would be assessed to determine progress towards goal.

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

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>● DRA reading levels</td>
<td>Guided Reading</td>
<td>Small Group</td>
<td>During School</td>
</tr>
<tr>
<td></td>
<td>● NYS ELA assessment</td>
<td>Small Group Instruction</td>
<td>Small group</td>
<td>During School 50 minutes</td>
</tr>
<tr>
<td></td>
<td>● RTI</td>
<td>(guided writing, close reading, test prep)</td>
<td>Small Group</td>
<td>After School</td>
</tr>
<tr>
<td></td>
<td>● School wide assessments</td>
<td>Project Ram</td>
<td>Small Group</td>
<td>Saturday</td>
</tr>
<tr>
<td></td>
<td>● ELA School Net assessment</td>
<td>Project Merit</td>
<td>Small Group</td>
<td>During School</td>
</tr>
<tr>
<td></td>
<td>● Teacher recommendation</td>
<td>CKLA Remediation Component</td>
<td>Small Group</td>
<td>During School</td>
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<td></td>
<td>Recipe for Reading</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td>● NYS Math assessment</td>
<td>Project Ram</td>
<td>Small Group</td>
<td>During School</td>
</tr>
<tr>
<td></td>
<td>● RTI</td>
<td>Project Merit</td>
<td>Small Group</td>
<td>After School</td>
</tr>
<tr>
<td></td>
<td>● School wide assessments</td>
<td>Guided Math Groups</td>
<td>Small Group</td>
<td>Saturday</td>
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<tr>
<td></td>
<td>● Math School Net assessment</td>
<td>Zearn Math Games through Technology</td>
<td>Small Group</td>
<td>During School</td>
</tr>
<tr>
<td></td>
<td>● Teacher recommendation</td>
<td></td>
<td>Individual</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>● School wide assessments</td>
<td>Guided Reading teachers utilize science themed non-fiction books to support reading</td>
<td>Small Group</td>
<td>During school day</td>
</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>Area</th>
<th>Services Provided</th>
<th>Recommendations</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science Periodic</strong></td>
<td>● Science Periodic assessment ● Teacher recommendation</td>
<td>strategies and science content</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>● School wide assessments ● Teacher recommendation</td>
<td>Guided Reading teachers utilize social studies themed non-fiction books to support reading strategies and social studies content</td>
<td>Small Group</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>● Teacher recommendation ● Parent recommendation</td>
<td>Counseling Social Worker/Guidance Counselor</td>
<td>Individual and/or Small Group as needed</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:


### 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.)

   At this time we have approximately ninety nine students in temporary housing.

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

   We offer academic intervention support, including small group instruction, After school and Saturday academy as needed. We also offer Project Arts after school to enhance creativity through the arts. These students are included in all field trips (costs will be covered by school when needed). We also offer basic emergency supplies, such as, uniforms, backpacks, school supplies and eyeglasses.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Our teachers are all fully licensed. Approximately 75% have an average of ten or more years teaching experience in this school. We have a high retention rate with our staff. We believe the high retention rate is due to certain structures we have in place in our school. For example, our teachers work collaboratively with their grade level colleagues in addition to meeting with support staff and AIS service providers. Our school offers weekly professional development to enhance teacher pedagogy. By carefully calibrating the professional development offered throughout the year, we aim to ensure that teachers become highly qualified by achieving and surpassing their NYS mandated professional development hours. Approximately 95% of our teachers are highly qualified. We also focus on team building and school spirit. For example, we work together as a school to support certain charities, such as St. Jude children’s hospital and the Alzheimer Foundation. We come together as a staff to support breast cancer research, autism awareness, and anti-bullying campaigns. For these initiatives, we all dress alike to show our support. The staff participates in celebrations with the students, such as Halloween parties, Cultural Awareness Day and academics-related classroom culminating activities. This level of camaraderie and cooperation helps keep our staff retention high.

Our special education teachers are fully licensed and most have ten or more years teaching experience. They work collaboratively with the general education teachers to plan instruction that will support this population. Our school offers weekly professional development to enhance teacher pedagogy. Our bilingual and ENL teachers work collaboratively with each other in addition to their grade level colleagues.

We strategically place teachers into their programs based on licenses, Masters degrees, and experience. We created programs that we felt would benefit the school such as our Art Program, Technology, Science clusters and AIS providers.

2b. High Quality and Ongoing Professional Development

Describe the 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).

To ensure high quality and ongoing professional development we will:
- base weekly opportunities for all staff to participate in rigorous professional development on staff-submitted requests and cabinet-level data analysis in order to actively support teacher growth

- K-3rd teachers will continue with ERM professional development

- K-5 ZEARN training with the math coach

- NYC Teaching Academies will provide professional development

- increase student experience of rigorous instruction

- increase opportunities for teachers’ collaborative discourse and planning.

- ensure teachers’ deep understanding of the components of Danielson’s Framework for Teaching

- provide support to teachers through frequent classroom visits, actionable feedback, coaching and professional development

- provide our new teachers with two periods a week of mentoring with experienced mentors.

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

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

We will provide differentiated professional development by conducting needs assessments on our staff to determine past professional development, state mandates that need to be met and areas of interest for the staff. We provide mentoring professional development for new staff. We will also provide differentiated ENL professional development by including session for non-ENL certified staff and certified ENL staff. We will continue to provide Number Talks professional development in math to our staff this year.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A
3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and</th>
</tr>
</thead>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)</th>
<th>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><strong>Title I Part A (Basic)</strong></td>
<td>Federal, $635,841.00</td>
<td>X Section 5A, Section 5C, Section 5E</td>
</tr>
<tr>
<td><strong>Title II, Part A</strong></td>
<td>Federal, $156,997.00</td>
<td>X</td>
</tr>
<tr>
<td><strong>Title III, Part A</strong></td>
<td>Federal, $18,392.00</td>
<td>X Section 5C</td>
</tr>
<tr>
<td><strong>Title III, Immigrant</strong></td>
<td>Federal, $6,356</td>
<td>X Section 5C</td>
</tr>
<tr>
<td><strong>Tax Levy (FSF)</strong></td>
<td>Local, $3,627,668.00</td>
<td>X Section 5A, Section 5C, Section 5E</td>
</tr>
</tbody>
</table>

1**Explanation/Background:**

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.
The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs.

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

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**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. PS 291, 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**

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.

PS 291 will support parents and families of Title I students by:
● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

### Parental Involvement and School Quality

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

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

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

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

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

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

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

- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of
children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable
sections under the 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)

PS 291, 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 and Assessments.

I. School Responsibilities: High Quality Curriculum
Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

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

I. School Responsibilities: Supporting Home-School Relationships

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

Provide parents with frequent reports on their children’s progress. This information will be disseminated during Parent/Teacher Conferences or during weekly Parent Engagement Meetings:

- Report cards, NYS Testing Data results
- Math progress report
- Reading progress report (DRA levels and goals)
- Attendance report
- SchoolNet (3rd – 5th grade)
- IEP progress report for each goal

I. School Responsibilities: Providing Parents Reasonable Access to Staff
Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Parents can set up appointments with their child’s teacher by contacting the Parent Coordinator
- Teachers will meet with parents during Tuesday Parent Engagement sessions

## I. School Responsibilities: Providing General Support to Parents

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

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

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

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

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

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

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

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

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

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

## II. Parent/Guardian Responsibilities

**Parent/Guardian Responsibilities:**
We, as parents, will support our children’s learning in the following ways:

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

Other discretionary activities:

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

### III. Student Responsibilities

**Student Responsibilities:**

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

- Come to school every day ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
● Know and follow school and class rules.

● Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.

● Limit my TV watching.

● Respect the school, classmates, staff and families.

● Complete my studies and homework every day.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

1. **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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. 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

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

### Part B: Direct Instruction Supplemental Program Information

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

- [ ] Before school
- [x] After school
- [x] Saturday academy

Total # of ELLs to be served: ___

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

- [ ] K
- [ ] 1
- [x] 2
- [x] 3
- [x] 4
- [x] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

72
## Part B: Direct Instruction Supplemental Program Information

| Total # of teachers in this program:   | _____ |
| # of certified ESL/Bilingual teachers: | _____ |
| # of content area teachers:           | _____ |

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: _____

### SECTION B - Instruction

In order to enhance academic growth and support for our ELL students, an after school and Saturday program for grades 1 to 5 is needed in order to provide these students with differentiated instruction through small group work. The program will focus on students’ needs and areas of weakness such as vocabulary, comprehension, and reading fluency. The program will also look at maintaining and further developing student strengths in the area of mathematics. By supporting our ELL students in the early grades of 1st and 2nd, we hope to keep the achievement gap of our ELLs from growing. By supporting our ELL students in grades 3, 4, and 5 we will be helping students achieve grade level standards. Students will be grouped according to their language acquisition level as measured by the results of the NYSITELL and NYSESLAT. For grades 3 to 5, ELA and MATH scores will also be considered when grouping the students.

Data analysis used in determining student needs and grouping:

1. An analysis of the breakdown of NYSESLAT scores for grades K to 5 across the four modalities of: reading, writing, listening and speaking show that students perform higher on the listening and speaking than they do on the reading and writing sections.

2. An analysis of the breakdown of the 3rd, 4th, and 5th grade ELA scores for ENL students shows the following:
   - 3rd Grade: 7 students scored a 1, 15 students scored a 2, 8 students scored a 3, 42 students scored a 4
   - 4th Grade: 11 students scored a 1, 10 students scored a 2, 1 student scored a 3, 0 student scored a 4
   - 5th Grade: 13 students scored a 1, 5 students scored a 2, 1 student scored a 3, 0 students scored a 4

3. An analysis of the breakdown of the 3rd, 4th, and 5th grade MATH scores for ENL students shows the following:
   - 3rd Grade: 14 students scored a 1, 8 students scored a 2, 9 students scored a 3, 3 student scored a 4
   - 4th Grade: 15 students scored a 1, 8 students scored a 2, 1 students scored a 3, 1 students scored a 4
   - 5th Grade: 14 students scored a 1, 6 students scored a 2, 1 students scored a 3, 0 student scored a 4
Part B: Direct Instruction Supplemental Program Information

4. An analysis of the breakdown in data over three consecutive years in ELA shows the following:
   2014: Level 1 - 69%, Level 2 – 26%, Levels 3 & 4 – 5%
   2015: Level 1 - 64%, Level 2 – 25%, Levels 3 & 4 – 10%
   2016: Level 1 - 50%, Level 2 – 41%, Levels 3 & 4 – 10%
   2017: Level 1 - 66%, Level 2 - 21%, Levels 3 & 4 - 13%
   2018: Level 1 - 44%, Level 2 - 39%, Level 3 & 4 - 17%

5. An analysis of the breakdown in data over three consecutive years in Math shows the following:
   2014: Level 1 - 48%, Level 2 – 36%, Levels 3 & 4 – 17%
   2015: Level 1 - 34%, Level 2 – 42%, Levels 3 & 4 – 24%
   2016: Level 1 - 47%, Level 2 – 31%, Levels 3 & 4 – 22%
   2017: Level 1 - 56%, Level 2 - 32%, Levels 3 & 4 - 13%
   2018: Level 1 - 57%, Level 2 - 24%, Levels 3 & 4 - 19%

• Description of the Program

Based on the above data, students are identified as eligible for the after school and Saturday programs. Parents are notified in their preferred language of their child’s eligibility to participate in these programs. Once parents have signed and returned the enrollment form for their child, the student is then placed according to his/her needs. These letters are filed and maintained in the main office. In addition, teachers will be responsible for taking student attendance and submitting those records to the main office.

Four bilingual/ESL teachers and two content area teachers will implement the literacy and math frameworks in eight classrooms using the workshop model (Title III funds will be used to pay for the 4 ESL/Bilingual teachers. Content area teachers will be payed for by other funding sources). Team teaching, flexible groupings and direct instruction will allow teachers to target the individual needs of the students. This model allows teachers to work with students on an individual basis, in small groups and whole class. The ratio of instructional time for ESL/Bilingual and content area teachers will be commensurate to the students English language proficiency. The student sub-groups include:
  · Newcomers and SIFE students
  · Middle year and Long-term ELLs
  · Special Education ELLs
  · Former ELLs

Saturday Program - Grades 3-5
The Saturday Program will provide support to ELL students from 9:00am to 12:00pm beginning on October 20, 2018 and ending April 13, 2019. Students who are entering and emerging will receive two hours of ENL instruction and an hour of content area instruction. Students who are transitioning and expanding, will receive one hour of ENL instruction and 2 hours of content area instruction.

Students in grades 3-5:
Teachers will provide instruction in reading comprehension and writing. The teachers will focus on how to answer factual versus inferential questions. In addition, teachers will instruct students on the use of graphic organizers, sequencing, character traits, and comparing/contrast. In the
### Part B: Direct Instruction Supplemental Program Information

Content area of mathematics, the teachers will focus on computation and word problems. In addition, teachers will also cover fractions, measurement, time, and geometry.

**After School Program - Grades 1-5**
The After School Program will provide additional assistance to ELL students two times a week from 2:40 pm to 5:00 pm beginning October 17, 2018 and ending May 30, 2019. Students in grades 3-5 will focus on reading comprehension and fluency. Students who are entering and emerging will receive an hour and 20 minutes of ENL instruction and an hour of content. Students who transitioning and expanding, will receive one hour of ENL instruction and 1 hour and 20 minutes of content area instruction. Learning activities are planned to scaffold students’ learning from previously mastered material to new concepts. We will look at the outcome of our assessment tools to drive our instruction in order to meet the students’ needs, increase their strengths, deliver lessons suitable to their learning styles and achieve student outcome. Therefore, through the careful analysis of running records, teacher made exams, checklists, portfolios and teacher observations we can achieve this and also look at additional support systems to put in place in order to move the students to excel to their maximum potential.

Resources and materials include:
- Practice Exercises in Basic English
- Practice Exercises in Basic Math
- Read, Reason, Write New York
- English Now

### 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: ____

Time will be allotted for Professional Development in several different ways. Agendas and attendance sheets will be kept on file in the principal’s office.

- The teachers will come together for three hours on Wednesday, October 10th to plan for their groups. This planning time will be of no cost to the Title III program.
- Time will be allotted on Professional Learning Mondays from 2:35 to 3:55, for the ESL/Bilingual Teachers and the Content area teachers to come together and co-plan. Our Literacy (Ms. Ilarraza, Ms. Bucay, Ms. Rivera coach & Bilingual Teacher) and Math (Ms. Aguilar) Coaches will also be a part of this conversation. The language development needs of our students will be discussed as well as strengths, needs, and differentiation. Teachers will follow the SIOP model (Sheltered Instruction Observation Protocol). The eight interrelated components of the SIOP Model include: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery and Review & Assessment. This is of no cost to the Title III program.
Part C: Professional Development

- The teachers will come together for three hours on Saturday, October 13th to plan for their groups. This is of no cost to the Title III program.
- Time will be allotted every Saturday morning from 8:30am to 9:00am for teachers to engage in professional learning and planning. Teachers will follow the SIOP model (Sheltered Instruction Observation Protocol). The eight interrelated components of the SIOP Model include: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery and Review & Assessment. This is of no cost to the Title III program.

Literacy Focus:
Our Professional Development will be around Guided Reading. Guided Reading is a small group instructional model that allows teachers to provide instruction that targets specific reading strategies for the 4-6 students he or she is working with at one time. Guided reading groups are at the students’ instructional reading level. This means that students can successfully read 90% - 94% of the words correctly. Students should be assessed before being placed in an appropriate homogeneous group at their instructional reading level. Guided Reading Groups are the backbone of a balanced literacy program. Because students are grouped by reading ability, you can target each group’s specific needs. Research indicates that, to increase fluency and comprehension, the same story should be read 3-5 times.

Mathematics Focus:
Vocabulary instruction is essential to effective math instruction. Not only does it include teaching math-specific terms such as "percent" or "decimal," but it also includes understanding the difference between the mathematical definition of a word and other definitions of that word.

- Demonstrate that vocabulary can have multiple meanings. Help students understand the different meanings of words such as "table" and "quarter," as well as how to use them correctly in a mathematical context.
- Encourage students to offer bilingual support to each other. Students will understand material better if they explain it to another student, and the new student will benefit from hearing the explanation in their first language. (Check the hotlinks for a list of bilingual translations of math vocabulary in multiple languages).
- Provide visual cues, graphic representations, gestures, realia, and pictures. Offer students the chance to work with objects and images in order to master vocabulary. If there aren't enough items for each student, use manipulatives on the overhead or posted throughout the classroom, and demonstrate the vocabulary in front of the students. For example, Hillary created a Math Word Wall that has three parts: key vocabulary, "in your own words" definitions, and a variety of ways to portray a function. For example, multiplication is portrayed by the following symbols: x, *, and ( ).
- Identify key phrases or new vocabulary to pre-teach. This strategy will help students decide which math function they should apply. Example: "more than" means "add." (See hotlinks for more references about math vocabulary.)

ESL Focus:
- Who are the ELLs?
- NYSITELL and NYSESLAT
- Proficiency levels and instructional requirements
- Progress over time
- Home/School Connection
- Strategies to teach ELLs
Part C: Professional Development

SIOP Model (The Sheltered Instruction Observation Protocol)

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: ____

Studies show that parental involvement has a positive impact on student success. With this in mind, we have come up with several ways to embrace parents into the school community, and therefore, in their children’s education. Time will be allotted for Parental Involvement in several different ways. Agendas and attendance sheets will be kept on file in the principal’s office. The following are some examples of how we will achieve this:

1) We intend to have a celebration every four to six weeks. Students will showcase the culminating activity for the unit they have been studying. This celebration will include a share aloud in which parents will have an opportunity to listen to their children read as well as become active participants in the development of their child’s academic progress. Prior to the celebration, the ENL teacher will meet with the parents to discuss how the students’ work is linked to the state exams of NYSESLAT, ELA, and MATH. The parents will receive packets discussing expectations for each exam. In addition, parents will also receive information on what the school is doing to help their children and how they, the parents, can help support their children at home. At the end of every celebration, we will have time built in, to ensure that all parents have time to sit with the classroom teacher to discuss each child’s individual progress along with the best possible ways to support the student at home.

2) Parents are invited to workshops on Parent Outreach Tuesdays (2:40 to 3:50). Parents are invited to attend workshops and one-on-one meetings to discuss curriculum, expectations, data, strengths/needs, goals of the program, language development progress, language proficiency assessment results and language development needs in content areas.

3) Parents will also be invited to workshops on Saturdays from 9:00 to 12:00. These workshops will be lead by Dr. Nancy Dubetz, professor at Lehman College. She will conduct ENL classes for the parents to assist them in acquiring the English language. In addition, she will also have family literacy workshops for both parents and students together. These workshops will take place during the Spring 2017 semester. There will be a total of 6 sessions and the dates are as follows Jan. 14 & 21, Feb. 4 & 11, and March 4 & 11. There will be no cost to the Title III program for these workshops.

The local community makeup is 85% Hispanic. We are a local zone, neighborhood school, which serves this community. As a result, all notices, memorandums and other parent information communication is provided in Spanish as well as English. An oral translator is provided at all of the above-mentioned meetings. If need be, the oral translation unit is contacted if we can not provide the service.
**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>1. Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 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>2. Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>22,734</strong></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>291</td>
</tr>
</tbody>
</table>

**School Name** PS 291

#### B. Language Allocation Policy Team Composition

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

- **Principal**: Carlos Vélez  
- **Assistant Principal**: G. La Pietra & P. Vulaj
- **Coach**: Krystal Ilarraza  
- **Coach**: Lesley Rivera
- **ENL (English as a New Language)/Bilingual Teacher**: Anna Ciani  
- **School Counselor**: Rafael Sandoval
- **Teacher/Subject Area**: Elizabeth Martinez  
- **Parent**: Analdo Ferreira
- **Teacher/Subject Area**: type here  
- **Parent Coordinator**: Ada Rodriguez
- **Related-Service Provider**: type here  
- **Field Support Center Staff Member**: type here
- **Superintendent**: Maribel Torres-Hulla  
- **Other (Name and Title)**: Jennifer Rivera-Uni. Lit. Co

#### C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>5</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>2</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>0</td>
</tr>
<tr>
<td>Number of 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>5</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>3</td>
</tr>
</tbody>
</table>

#### D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>683</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of ELLs</td>
<td>165</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>24.16%</td>
</tr>
</tbody>
</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td>☑</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

If yes, indicate language(s):
- Spanish

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.

<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>
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</thead>
<tbody>
<tr>
<td>TBE</td>
<td>Span.</td>
<td>17-18</td>
<td>1</td>
<td>.5</td>
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<td>TBE</td>
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<td>Total</td>
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<td>1</td>
<td>0.5</td>
<td>1</td>
<td>0</td>
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<td>0</td>
<td>2</td>
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</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?

   Our school uses DRA to assess literacy skills. There are 162 students who are English Language Learners currently enrolled in our school. Of these students, 152 are 0 to 3 year ELLs and 10 students are 4 to 6 year ELLs. 149 of our ELL students fall in levels 1 & 2 of the DRA benchmarks. 13 of our ELL students fall in levels 3 & 4 of the DRA benchmarks. Upon review of our data, we conclude the following:
   - The majority of the students are progressing as they should as per their years of service.
   - We have approximately 3 students who have been receiving 4 to 6 years of services and are not progressing as their peers, however, these students have IEPs due to their special needs.

   Based on this data, we noticed that the 3 to 6 year ELL’s needed additional support in the areas of reading and writing. To this end, we adopted the Core Knowledge program which emphasises phonemic awareness, grammar rules, vocabulary building, sight words, and reading comprehension for grades K to 2 and we adopted Expeditionary Learning Program for grades 3 to 5.
Our teachers continue to differentiate instruction through guided reading and small group instruction/support.

2. What structures do you have in place to support this effort?
   We have several structures in place to support our ELL students. All of our ELL students are in an ENL or Bilingual class. In addition, we have out of classroom teachers who work collaboratively to support the ELLs. These teachers include: Literacy coach, Math coach, Universal District Literacy Coach (Bilingual License), AIS Teacher (Bilingual License), Guided Reading Teacher, ENL Teacher (TESOL License).

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

NYSESLAT 2017 Results grades K to 5
Grade | EN | EM | TR | EX | CM
--- | --- | --- | --- | --- | ---
K | 5 | 4 | 2 | 24 | 4
1 | 0 | 4 | 7 | 9 | 0
2 | 2 | 5 | 10 | 19 | 5
3 | 1 | 6 | 9 | 8 | 4
4 | 1 | 4 | 4 | 10 | 9
5 | 1 | 2 | 3 | 11 | 1

ELA 2017 Results grades 3 to 5
Level 1 - 42
Level 2 - 17
Level 3 - 6
Level 4 - 1

Math 2017 Results grades 3 to 5
Level 1 - 26
Level 2 - 32
Level 3 - 11
Level 4 - 7

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 and analyzed, students are grouped according to areas of need. Students are supported in small groups by the classroom teacher, AIS teacher, ENL teacher, Universal District Literacy Coach.

   Our ENL students are invited to all support programs throughout the year: Summer school, After School, Saturday School.

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

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

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

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

6. 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].)

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

After review of our NYSESLAT data over the last few years, we are noticing the following patterns:
- In the last few years there has been a steady decrease in the number of English Language learners, however, in the last two years, this number has stabilized.
- The majority of students who are falling in the beginning level of NYSESLAT are new comers to our school/country (0 to 3 years of ELL service).
- Students who have remained in our school are showing adequate growth on the NYSESLAT and eventually scoring proficient (15 students fall in the 4 to 6 years of ELL services category of which 3 of these students are in self contained Special Education classes and 1 student has an active IEP).

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

Through our collaboration with Lehman College, we analyze the data and provide professional development to the staff. Two TESOL certified teachers, one Lehman Professor, Literacy Coach, and Universal District Literacy Coach all worked together to provide ENL professional staff development throughout the school year. This professional development included:
- analyzing data
- tracking student progress
- using data to plan for instruction
- ENL strategies
Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

   a. Freestanding ENL program.

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

   1. Self-Contained: A licensed TESOL teacher integrates ENL methodologies while working with all ELL students in the class.
   2. Stand Alone (Pull Out): A licensed ENL teacher will provide instruction in English using ENL methodologies.
   3. Integrated (Push-In): The ENL teacher works with ELLs during content instruction in collaboration with classroom teachers to provide language acquisition and vocabulary support while retaining their content instructional time.

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

   b. TBE program. *If applicable.*

   We strongly believe that students acquire literacy most effectively in the language most familiar to them. Therefore, our Transitional Bilingual Program is designed so that our pupils develop conceptual skills in their native language as they learn English. The TBE class is grouped heterogeneously with mixed proficiency levels. This program includes an ENL component to develop skills in listening, speaking, reading, and writing. Students receive one unit of HLA to integrate and develop communication and literacy skills in the students’ home language while cultivating an appreciation of their history and culture. In addition, students receive a minimum of two content areas in native language for Entering and Emerging; and a minimum of one content area for Transitioning and Expanding.

   As the student’s English language proficiency increases, instructional time in the native language decreases. When ELLs reach proficiency on the NYSELAT, they are transferred to an all-English program with transitional support. Our main objectives are to:

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

   c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

   - Students who scored Entering on the NYSESLAT will receive 180 minutes of ENL instruction and 180 minutes of ENL/ELA instruction.
   - Students who scored Emerging on the NYSESLAT will receive 90 minutes of ENL instruction, 180 minutes of ENL/ELA instruction, and 90 minutes of stand alone ENL or Integrated ENL/Content area instruction.
   - Students who scored Transitioning on the NYSESLAT will receive 90 minutes of ENL/ELA instruction and 90 minutes of stand alone ENL or Integrated ENL/Content area instruction.
   - Students who scored Expanding on the NYSESLAT will receive 180 minutes of ENL/ELA or other content area instruction.
   - Students who scored Commanding (Proficient) will continue to receive services for an additional two years for 90 minutes per week of integrated ENL in ELA or content area.
   - Students in the TBE program receive one HLA unit.

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Core Knowledge Language Arts with Guided Reading</td>
<td>Scope and Sequence of NY Engage Go Math</td>
</tr>
<tr>
<td>1</td>
<td>Core Knowledge Language Arts with Guided Reading</td>
<td>Scope and Sequence of NY Engage Go Math and My Math</td>
</tr>
<tr>
<td>2</td>
<td>Core Knowledge Language Arts with Guided Reading</td>
<td>Scope and Sequence of NY Engage Go Math and My Math</td>
</tr>
<tr>
<td>3</td>
<td>Expeditionary Learning with Guided Reading</td>
<td>Scope and Sequence of NY Engage Go Math and My Math</td>
</tr>
<tr>
<td>4</td>
<td>Expeditionary Learning with Guided Reading</td>
<td>Scope and Sequence of NY Engage Eureka</td>
</tr>
<tr>
<td>5</td>
<td>Expeditionary Learning with Guided Reading</td>
<td>Scope and Sequence of NY Engage Go Math and My Math</td>
</tr>
</tbody>
</table>

   Native language support in Transitional Bilingual and ESL classes is provided in the following ways:
• Instructions/Directions in the native language
• Glossaries
• Buddy system
  - Small group differentiation

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   We ensure that ELLs are appropriately evaluated in their native language by using the following assessments:
   • Spanish LAB (Diagnostic)
   * DRA (Diagnostic)
   • ELE (Summative)
   • El Sol (On-going 3 times a year)
   • Teacher Observations (On-going throughout the day)
   • Teacher conferences with students (On-going throughout the day)
   * Teachers develop and administer native language assessments in content area subjects. Teachers use the results of these exams to monitor student progress. Instruction is then differentiated to meet the needs of the students. (Summative)
   * Online literacy through MyOn allows teachers to assign books and activities in students' native language. Teachers and parents are able to monitor student literacy progress through this program. (On-going throughout the year)

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status
   There are certain ELL populations in the school which are in need of more specific and skill based instruction. These groups include: SIFE students, Long term ELLs, newcomers and ELLs with special needs. In order to provide additional support for these groups, our Academic Intervention Service Coordinator will offer the following Academic Interventions:
   • AIS guided reading
   • After-School
   • Saturday Academy
   • Spring Academy
   • 50 Minutes Small group instruction
   • Summer School
   • Fundations
   * Differentiated instruction
   • Related services as per IEP, if applicable

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

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

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

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

Former ELLs receive 90 minutes of ENL for two additional years of ELL support and two years of continued testing accommodations (extended time and glossaries and translated versions of content area exams). Former ELLs are invited to participate in TITLE III funded programs and Saturday academy.

In each program model, the differentiation of instruction for developing ELLs is provided by teachers planning differentiated tasks according to students abilities. In addition, teachers work with small guided homogeneous groups of students to guide information processing and give feedback to students.

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?

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

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

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

• Teach all aspects of word knowledge and spelling through specific activities including games, quizzes, etc.

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

• By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.

• By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.

• By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.

• By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

• Modeling all aspects of the writing process

• Teaching the text organization and language features of different genres through a range of different activities

• Jointly constructing texts with students

• Supporting the development of editing and proof reading skills

• Using shared experiences to write class or individual books/texts

• Using photos and other visual stimuli (pictures) in the early stages of writing development

• Using groups and pairs to develop group texts

Teachers discuss the purposes of reading with students.

• Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.

• Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.

• Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Our parent Coordinator and our Guidance Counselor hold parent/child orientation for newly enrolled ELL students before the beginning of the school year. During this orientation, parents/children are welcomed to our school, they view a presentation about our school and the Department of Education, Question and answer time, and a tour of our school.

17. What language electives are offered to ELLs?
   N/A

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)?
   N/A

### Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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

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

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

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

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

- Literacy-rich school environments where students are immersed in a variety of language experiences;
- Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework;
- Coursework that prepares ELLs for post secondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
- Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts;
- Ongoing assessment and feedback to guide learning; and
- Speakers of English who know the language well enough to provide ELLs with models and support.
- Language switching can be swift, highly automatic, and facilitate rather than inhibit solving word problems in the second language, as long as the student’s language proficiency is sufficient for understanding the text of the word problem;
- Instruction should ensure that students understand the text of word problems before they attempt to solve them;
- Instruction should include a focus on “mathematical discourse” and “academic language” because these are important for ELLs. Although it is critical that students who are learning English have opportunities to communicate mathematically, this is not primarily a matter of learning vocabulary. Students learn to participate in mathematical reasoning, not by learning vocabulary, but by making conjectures, presenting explanations, and/or constructing arguments; and
- While vocabulary instruction is important, it is not sufficient for supporting mathematical communication. Furthermore, vocabulary drill and practice are not the most effective instructional practices for learning vocabulary. Research has demonstrated that vocabulary learning occurs most successfully through instructional environments that are language-rich, actively involve students in using language, require that students both understand spoken or written words and also express that understanding orally and in writing, and require students to use words in multiple ways over extended periods of time. To develop written and oral communication skills, students need to participate in negotiating meaning for mathematical situations and in mathematical practices that require output from students.

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

A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 154.2 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

Our school will address these requirements during our Monday Professional Development as well as our grade level meetings during the school day. Some of the topics that will be cover include:
- Supporting Ells' Achievement: Oral Language Unpacked
- Academic Language
- Vocabulary Unpacked
- Scaffolding
- Distinguishing Language Acquisition from Learning Disabilities
- Text Complexity
- Disciplinary Literacy for ELLs

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

Parental Involvement

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

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

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

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

Response to Question 2 - A record of all parent meetings is kept on file with either the Parent Coordinator or the school Guidance Counselor. A form is filled out and signed by both the teacher and the parent. A summary of the conversation is documented on the Parent/Teacher Meeting form.

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

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

Additional Information

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

N/A
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, Carlos Velez, 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 NYSITELL 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 NYSITELL, 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

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

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
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<tbody>
<tr>
<td>Carlos Vélez</td>
<td>Principal</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>Giovanna La Pietra</td>
<td>Assistant Principal</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>Ada Rodriguez</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>Anna Ciani</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>Analdo Ferreira</td>
<td>Parent</td>
<td></td>
<td>10/20/17</td>
</tr>
<tr>
<td>Elizabeth Martinez</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>Krystal Ilarraza</td>
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<td></td>
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<tr>
<td>Lesley Rivera</td>
<td>Coach</td>
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<tr>
<td>Rafael Sandoval</td>
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<tr>
<td>Maribel Torres-Hulla</td>
<td>Superintendent</td>
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<td>Field Support Center Staff Member</td>
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<tr>
<td>Patty Vulaj</td>
<td>Other Assistant Principal</td>
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<td>10/20/17</td>
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<tr>
<td>Jennifer Rivera</td>
<td>Other Universal District Literacy Coach</td>
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</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 10X291  School Name: PS 291  Superintendent: Torres-Hulla

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) Patty</td>
<td>Vulaj</td>
<td>Assistant Principal</td>
<td>yes on 4/6/2017</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 following data and methodologies were utilized to determine parents’ preferred language of communication:
   - School report card data
   - Parent surveys
   - Oral translation request
   - Emergency Blue card information
ATS Reports:

- Home language survey (HLIS)
- Home Language Report (RHLA)
- Parents Preferred Language Report (RCPL)
- Adult Information Report (RADL)
- Adult Preferred language report (RAPL)

The home language survey is filed in each student’s cumulative record. The emergency contact cards are organized in binders in the main office.

According to our RAPL report, Spanish is the largest requested language and is easily covered by in-house staff. Other languages covered by in-house staff include Albanian, Italian, Hindi, Urdu, and Korean. For speakers of languages not previously mentioned, the staff utilizes the Language Line number to access their preferred language.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>639</td>
<td>63.08</td>
<td>651</td>
<td>64.26</td>
</tr>
<tr>
<td>English</td>
<td>359</td>
<td>35.44</td>
<td>347</td>
<td>34.25</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>5</td>
<td>0.49</td>
<td>5</td>
<td>0.49</td>
</tr>
<tr>
<td>Arabic</td>
<td>5</td>
<td>0.49</td>
<td>5</td>
<td>0.49</td>
</tr>
<tr>
<td>Albanian</td>
<td>2</td>
<td>0.2</td>
<td>2</td>
<td>0.2</td>
</tr>
<tr>
<td>Mandinka</td>
<td>2</td>
<td>.2</td>
<td>2</td>
<td>.2</td>
</tr>
<tr>
<td>Shluh</td>
<td>1</td>
<td>.1</td>
<td>1</td>
<td>.1</td>
</tr>
<tr>
<td>Data as of 9/12/18</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</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.

N/A as of 9/12/18 data.

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>Parent Calendar</td>
<td>Monthly</td>
<td>Translation takes place within the school in order to ensure timely documents to our parents.</td>
</tr>
<tr>
<td>Parent Newsletter</td>
<td>Monthly</td>
<td>We will call the language translation services for parents who need these documents translated.</td>
</tr>
<tr>
<td>Flyers for:</td>
<td></td>
<td>Translation takes place within the school in order to ensure timely documents to our parents.</td>
</tr>
<tr>
<td>1) K Orientation</td>
<td></td>
<td>We will call the language translation services for parents who need these documents translated.</td>
</tr>
<tr>
<td>2) Curriculum Night</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Parent/Teacher Conferences (Report Cards)</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>K Orientation for parents and students</td>
<td>August</td>
<td>Staff members are available to translate for parents.</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td>Details</td>
</tr>
<tr>
<td>------------------------------</td>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Curriculum Night</td>
<td>September</td>
<td>For parents who have a preferred language not covered by school staff, when appropriate we use an over-the-phone interpreter via Language Line or hire a DOE Vendor to send an on-site interpreter. When it becomes available, we will also utilize the video interpretation services as needed.</td>
</tr>
<tr>
<td>Parent/Teacher Conferences</td>
<td>Nov. March May</td>
<td>Staff members are available to translate for parents. For parents who have a preferred language not covered by school staff, when appropriate we use an over-the-phone interpreter via Language Line or hire a DOE Vendor to send an on-site interpreter. When it becomes available, we will also utilize the video interpretation services as needed.</td>
</tr>
<tr>
<td>IEP Meetings</td>
<td>On-Going as scheduled</td>
<td>Staff members are available to translate for parents. For parents who have a preferred language not covered by school staff, when appropriate we use an over-the-phone interpreter via Language Line or hire a DOE Vendor to send an on-site interpreter. When it becomes available, we will also utilize the video interpretation services as needed.</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 an emergency, we have the following procedures in place:

1) Mass calls will be made to parents via Black Board Connect. Messages will be translated.

2) Staff members are available to translate for parents.

3) Each teacher has an emergency folder that includes:
   - A class roster of their students' names, parents' preferred language, and contact numbers
   - Three Step Flyer to access the Language Line in the event of an emergency
   - General Response Protocols

At the beginning of each school year, we ask that all teachers familiarize themselves with the preferred language of their students' families. In addition, all school staff will be trained on how to use the language line.

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.

The chancellor’s regulation A-663 will be distributed and discussed with the staff in September. Staff will be made aware of translation services for parents.

A school wide PD will be held for school staff on language access or outreach to inform staff on language access requirements and resources.

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

Staff use Language Line to let the parents know that they can speak to school staff in their preferred language. This will allow staff to access 200 plus languages so they can speak to all parents regardless of preferred language.

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?

Gathering feedback from the parents is critical to improve communication. We continuously monitor parent needs via parent surveys. After the surveys have been collected and reviewed we look for patterns of need and make the necessary adjustments.