



**P.S. 191 PAUL ROBESON**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: P.S. 191 PAUL ROBESON**  
**ADDRESS: 1600 PARK PLACE**  
**TELEPHONE: 718-756-1206**  
**FAX: 718-756-5417**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 17K191      **SCHOOL NAME:** P.S. 191 Paul Robeson

**SCHOOL ADDRESS:** 1600 PARK PLACE, BROOKLYN, NY, 11233

**SCHOOL TELEPHONE:** 718-756-1206      **FAX:** 718-756-5417

**SCHOOL CONTACT PERSON:** Mrs. Elsi Capolongo      **EMAIL ADDRESS:** ecapolo@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Mrs. Elsi Capolongo

**PRINCIPAL:**      Mrs. Elsi Capolongo

**UFT CHAPTER LEADER:**      Chanelle Campbell

**PARENTS' ASSOCIATION PRESIDENT:**      Rosa Velez

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 17      **SSO NAME:** Children First Network  
11

**SSO NETWORK LEADER:** Altagracia Santana  
\_\_\_\_\_

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Mrs. Elsi Capolongo	Principal	Electronic Signature Approved.
Chanelle Campbell	UFT Chapter Leader	Electronic Signature Approved.
Hadar Gahfi	Admin/CSA	Electronic Signature Approved.
Dawn Cooper	UFT Member	Electronic Signature Approved.
Michael Leak	UFT Member	Electronic Signature Approved.
Sonia Witter-Clue	DC 37 Representative	Electronic Signature Approved.
Rosa Velez	Parent	Electronic Signature Approved.
Roxana Hernandez	Parent	Electronic Signature Approved.
Shawna Martin	Parent	Electronic Signature Approved.
Xiomara Butler	Parent	Electronic Signature Approved.
Jeanette Martin	Parent	Electronic Signature Approved.
Debra Lawrence	Parent/PTA President	Electronic Signature Approved.

***Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.***

**\* Core (mandatory) SLT members.**

## SECTION III: SCHOOL PROFILE

### Part A. Narrative Description

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 191 is a large, urban public school located on the tip of Ocean Hill Brownsville, Brooklyn, an economically disadvantaged area. The school has become an oasis of safety and reassurance to its staff, students, and parents, with a rigorous academic program being implemented.

The total school register as of August 7, 2009 is **272** students. All of the data below reflects the August 7 New York City Department of Education data snapshot unless noted otherwise.

The school consists of 1 Universal Pre-Kindergarten class (currently 11 students), **12** General Education classes (**220** students), one (1) Collaborative Team Teaching class (currently **17** students) and three (3) self-contained Special Education classes (currently **27** students). There are **8** SETTS children who currently receive services. There are **13** English Language Learners who receive E.S.L. services. Currently, there are total number of **41** students with IEPs. The student enrollment of our school is **80.51%** African-American, **15.81%** Hispanic, **2.21%** White and, **1.47% of other ethnic backgrounds**. **Ninety-one** percent of our student population is eligible for Free Lunch. Our student population includes students from approximately 29 shelter families. The stability rate of P.S. 191 (based on the latest available data: the 2006-07 school year) is **87.2%**. There are **25** teachers on staff of which **100%** are fully licensed and permanently assigned to the school. **86%** percent of our staff have a Masters Degree or higher. There is one appointed Principal and one appointed Assistant Principal, and other support professionals employed at P.S.191.

In-school programs and initiatives include, but are not limited to:

<b>The Celebrated Child Initiative</b>	Thirty " <b>celebrated children</b> " and thirty " <b>celebrant adults</b> " are paired together to allow students and adults to dialogue and help students achieve and adjust academically, socially and emotionally.
<b>The 100 Book Challenge</b>	This <b>independent reading</b> program allows teachers to track time spent reading, rate of progress and reading levels with respect to grade level targets and key reading skills.
<b>The Teacher Literacy Resource Room</b>	This central location is for guided, independent and shared reading materials, as well as for professional literature. In addition to this Resource Room, a second Guided Reading Materials room has been established on the third floor..
<b>Project Arts:</b>  <b>Music, Art, Ballet, and</b>	A privately contracted teacher of violin works with children in grades 3 through 5. He teaches them how to play the violin and helps them improve their appreciation of the arts. A privately contracted art teacher (muralist) exposes our students to different forms of art and elicits from the students how they themselves appreciate art. The artwork is then permanently painted as murals onto the walls of our brand new outdoor playground. The "Grand Ballet Program" has

<b>Advanced Ballet</b>	been instituted at P.S. 191. It features regular ballet classes in addition to an advanced ballet class. The same ballet teacher teaches the advanced ballet and regular ballet classes to our students, both boys and girls. A final assembly program in both music and dance will be the culminating activity for our Project Arts program.
<b>The Leadership Program</b>	A conflict resolution and violence prevention project that prepares our students to positively change their lives and communities by fostering the belief that they can achieve and become everything they envision.
<b>Children First Network (CFN)</b>	Purchased to afford the P.S. 191 school community with optimum professional development in English Language Arts, mathematics, science, social studies, and English As A Second Language and Special Education. Professional development in the disaggregation and aggregation of data involving students from all sub-groups will be provided.
<b>A.U.S.S.I.E.</b>	The A.U.S.S.I.E. consultant provides professional development for pedagogues and small group instruction for students in Grades 2 through 5, inclusive of E.L.L. and Special Education.
<b>The Making Meaning Reading Comprehension Program</b>	This is a research-based literacy program that helps build a community of readers who share and build upon their thoughts and ideas each day.
<b>C.H.A.M.P.S.</b>	The purpose of the C.H.A.M.P.S. Middle School Sport and Fitness League is to offer additional opportunities for students, regardless of athletic ability, to engage in a wide variety of physical activities, and to encourage these students to find activities that they enjoy and can participate in for life. The C.H.A.M.P.S. program promotes health-related fitness and sports skills that can be maintained long after school days are over. Although this is a middle school initiative, it is being adapted for our school.
<b>Children For Children</b>	Children for Children mobilizes the energy, ingenuity and compassion of young people, beginning at an early age, to discover their power and potential to solve real world problems through volunteer opportunities and service learning programs that instill a lifelong commitment to service.
<b>Mighty Milers</b>	Mighty Milers is a school and community-based program that teaches youth the healthy habit of running and/or walking for physical fitness and well being.
<b>Brooklyn Arts Council:  Cultural after School Adventures (CASA)</b>	CASA brings after school arts enrichment to young people across New York City. BAC was privileged to work with 37 professional painters, puppeteers, ceramicists, literary artists, musicians, dancers, actors, and playwrights who journeyed to 19 schools throughout Brooklyn from January through June. Students from Bedford-Stuyvesant to Bushwick, to Sunset Park, Canarsie, and Sheepshead Bay are a part of this program. The program assists schools in meeting benchmarks set by the New York City Department of Education's Blueprint for Teaching and Learning in

	<p>the Arts, while adhering to guidelines set by the New York State Learning Standards for the Arts. Much of CASA programming consists of group projects, in which the teaching artists work diligently to make students aware of their problem-solving abilities as well as the efforts of others in the group. The culminating events for these projects – puppet shows, presentations, and recitals, showcased for parents, teachers and the school community – give children the ability to improve their public speaking skills and take pride in their accomplishments. The self-confidence that students gain translates into all arenas of students' lives, so that when faced with personal or academic challenges yet to come, they trust their instincts, resourcefulness and facility for taking risks.</p>
<p><b>Brooklyn District Attorney's New Attendance Incentive</b></p>	<p><b>Chronically Absent Case Study Initiative Meeting</b>-(March 4, 2009) Brooklyn District Attorney's Office, Stacey B. Michaels; N.Y.C.D.O.E. - Kathleen Grimm; Mayor's Office-Leslie Kornfeld; Staten Island/Brooklyn Integrated Service Center-Kevin O'Hanlan-Parents of chronically absent students were invited to attend this meeting where they were advised as to the impact of constant absenteeism on their children's education and the impact absenteeism has on Title I funding.</p> <p><b>Attendance At-Risk Incentive</b>-(ongoing) 31 homes of chronically absent students will be visited by Attendance Teachers to ascertain reasons for absences and to speak to parents regarding student's daily school attendance and how to improve it.</p>
<p><b>The Brooklyn Center for the Performing Arts at Brooklyn College</b></p>	<p>The Brooklyn Center for the Performing Arts at Brooklyn College (BCBC) is a community-based presenting organization located on the scenic campus of Brooklyn College. The mission of BCBC is to present outstanding performing arts and arts education programs, reflective of Brooklyn's diverse communities, at affordable prices. A central part of BCBC's mission is to introduce young people to the performing arts, enhance their creativity, and expose them to new cultures and ideas. As one of the largest arts education presenters in the Brooklyn, BCBC annually welcomes over 70,000 people, including 46,000 schoolchildren, parents, and teachers.</p> <p>The school received over 30 tickets for “ <b>Ballet-théâtre atlantique du Canada in Don Juan</b>” and an additional 35 tickets for “ <b>Flamenco Vivo Carlota Santana.</b>” Parents, staff and children attended.</p>
<p><b>My Own Books Program: Barnes &amp; Noble \$50 Gift Certificates for Third Graders</b></p>	<p>A private citizen, in collaboration with the Department of Education and other philanthropists, selected our third graders for a four-part book purchasing program. Each student will receive a gift certificate valued at \$50 to be used at any Barnes &amp; Noble bookstore.</p>
<p><b>The GLOBE Program</b></p>	<p>GLOBE (Global Learning and Observations to Benefit the Environment) is a worldwide hands-on, primary and secondary school-based science and education program. GLOBE's vision promotes and supports students, teachers and scientists to collaborate on inquiry-based investigations of the environment and the Earth system working in close partnership with NASA and NSF Earth System Science Projects in study and research about the dynamics of Earth's environment.</p>

Each of these programs or initiatives target specific student needs ranging from attendance and punctuality, physical fitness and exposure to the arts to leadership skills, reading comprehension, and social and emotional development.

**SECTION III - Cont'd**

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 191 Paul Robeson				
<b>District:</b>	17	<b>DBN #:</b>	17K191	<b>School BEDS Code #:</b>	17K191

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance:</b> - % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Pre-K	16	17	17		88.6	88.6	89.9		
Kindergarten	64	40	38						
Grade 1	52	64	48	<b>Student Stability:</b> - % of Enrollment					
Grade 2	64	60	56	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	45	44	44		84.2	87.2	88.67		
Grade 4	56	53	37						
Grade 5	47	46	53	<b>Poverty Rate:</b> - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0			84.2	87.2		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing</b> - Total Number:					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		20	17	43		
Grade 12	0	0	0						
Ungraded	0	0	0	<b>Recent Immigrants:</b> - Total Number					
Total	344	324	293	(As of October 31)	2006-07	2007-08	2008-09		

					0.0	3.0	2
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number</b>			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	36	31	34				
# in Collaborative Team Teaching (CTT) Classes	17	16	8	Principal Suspensions	16	27	TBD
Number all others	15	6	10	Superintendent Suspensions	11	9	TBD
<i>These students are included in the enrollment information above.</i>							
				<b>Special High School Programs: - Total Number:</b>			
<b>English Language Learners (ELL) Enrollment (BESIS Survey)</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	15	19	11	<b>Number of Staff: - Includes all full-time staff:</b>			
# ELLs with IEPs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	25	29	28
				Number of Administrators and Other Professionals	5	10	11
<b>Overage Students: # entering students overage for grade</b>							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	1	1
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.3	Percent more than two years teaching in this school	76.0	62.1	60.7
Black or African American	87.2	81.8	79.2	Percent more than five years teaching anywhere	56.0	44.8	50.0
Hispanic or Latino	11.9	16.4	16.0				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.3	0.7	Percent Masters Degree or higher	92.0	90.0	86.0
White	0.9	1.5	3.4	Percent core classes taught by "highly qualified" teachers	92.0	98.1	97.2

			(NCLB/SED definition)		
Multi-racial					
<b>Male</b>	54.1	50.3	47.1		
<b>Female</b>	45.9	49.7	52.9		

2009-10 TITLE I STATUS					
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
<input type="checkbox"/>	In Good Standing (IGS)						
<input checked="" type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)						
<input type="checkbox"/>	NCLB Restructuring - Year ____						
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____						
<b>Individual Subject/Area Ratings</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA:	SINI 1		ELA:			
	Math:	IGS		Math:			
	Science:	IGS		Grad. Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
<b>Student Groups</b>		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
		ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American		√	√	√			
Hispanic or Latino		-	-	-			
Asian or Native Hawaiian/Other Pacific Islander			-				

White	-	-	-			
<b>Other Groups</b>						
Students with Disabilities	X	√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
<b>Student groups making AYP in each subject</b>	3	4	3	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	
Overall Score	66.2	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment	9.1	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance	14.4	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress	36.7		
(Comprises 55% of the Overall Score)			
Additional Credit	6.0		
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	W	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 
- A review of reading achievement data of the past 2 years indicates that the percentage of special education students in grades 3, 4, and 5 in Level I increased. Disaggregated results on the citywide ELA test over the past 3 years indicate that special education students performed at Level I (at a higher percentage) as compared to general education students who performed at Level I. General education students are achieving in Levels III and IV at a higher percentage than children with disabilities.

The implications for learning indicate that differentiation is needed in guided reading and the Writer's Workshop as prescribed in balanced literacy. This is being addressed through the use of an A.U.S.S.I.E. consultant and the CFN instructional support specialist. Three (3) Academic Intervention Services (AIS) teachers provide pedagogues with professional development and instructional support to targeted students.

- A review of the Social Studies data for the Fall of 2008 has evidenced an increase in Level I and a decrease in Levels III and IV for our fifth grade students. Towards this end, our Children's First Network Support Staff (#11) and key school personnel are developing an updated pacing schedule in addition to ordering newer texts and supplementary materials which are aligned with the NYS Scope and Sequence and Performance Indicators.

The implications for learning indicate the need for greater emphasis in geography, map skills, and document-based questions (DBQ's). This is being addressed through:

- the use of an A.U.S.S.I.E. consultant and the CFN instructional support specialist;
  - three (3) Academic Intervention Services (AIS) teachers provide pedagogues with professional development and instructional support to targeted students;
  - the Liberty Learning Lab Supplemental Educational Services after-school program which uses online lexile assessment tests;
  - Extended-day 37 ½ minute morning tutorial session;
- A summary of ECLAS-2 results by class and grade indicate that **some** 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade students are in need of increased achievement in areas of phonemic awareness, reading comprehension, listening comprehension, rhyming proficiency and recognition, and reading expression.

This is being addressed through the use of an A.U.S.S.I.E. consultant and the CFN instructional support specialist. Three (3) Academic Intervention Services (AIS) teachers provide pedagogues with professional development and instructional support to targeted students.

- A review of mathematics achievement data of the past 2 years indicates that the percentage of special education students in grades 3, and 5 in Level I has decreased by 85.7% and by 57.8%, respectively, but remained the same in Grade 4. Disaggregated results on the citywide mathematics test over the past 3 years indicate that special education students performed at Level I (at a higher percentage) as compared to general education students who performed at Level I.

These specific skills will be addressed in the following grades based on item analysis data:

- Grade 3: Estimation, place value, adding and subtracting 3 digit numbers (without regrouping), extended numeric patterns (i.e.: counting by threes), single digit multiplication, odd and even numbers, bar graphs, comparing whole numbers and fractions.
- Grade 4: Estimation, multiplication number sentences (i.e.:  $3 \times 2 \times 4 = ?$ ) conversion between units of measurement (i.e.: inches  $\leftrightarrow$  feet), fractions, 2-step problem solving, pictographs, identifying proper unit of measurement (i.e.: liter for capacity, gram for mass, etc.)
- Grade 5: Geometry (specifically angles), comparing fractions, decimal value places, elapsed time, least common multiple.

Conversely, mathematics achievement data shows an increase in students scoring in Levels 3 and 4 from 30% to 83% in Grade 3, an increase from 62% to 64% in Grade 4, and an increase from 74% to 78% in Grade 5.

- For the past three (3) years, various students and student groups have participated in the Community School District Science Fair. In each of those years at least one or more students or student groups have won first place.
- Every teacher, paraprofessional and related-service provider writes periodic long-term and short-term goals in different content areas. Students develop goals which raise

their consciousness in terms of their own achievement in the core curriculum areas and as regards punctuality and lateness.

The improvement of students' performance is predicated on literacy development. An analysis and review of the data and needs assessment resulted in a determination of the following priorities:

- Improving total student performance in literacy with an emphasis on improving the performance of all students with intensive interventions for student subgroup populations.
- Improving student performance in mathematics in grades K-5 inclusive of special education and ELL students with an emphasis on performance based tasks (i.e. open ended problem solving).
- Improving student performance in social studies with an emphasis on higher order questioning techniques and the critical study of historical photographs and original documents.
- Improving student attendance and punctuality.

Improving parent involvement in school activities by providing workshops in childhood behavior patterns and ways in which they can help their child succeed in school.

- A review of the science data indicates that students scoring in Level 4 have increased from 23% to 27% to 45% over the last three school years respectively. Over the same three year span students scoring in both Levels 3 and 4 has been 73% to 71% to 78% respectively.

We have also reviewed the findings of the NYSED Chapter 57 School Quality Review Basic Model Report. This document is digitally attached under the file name [Addendum 5: School Quality Review Basic Model Report](#)

Among the greatest accomplishments of the last few years are:

- the increased use of differentiated instruction for student-specific achievement;
- increased use of data (through the use of ARIS and Acuity portals) to drive instruction;
- increased teacher participation in inquiry teams (98%);
- the inclusion of a refurbished computer laboratory for both student instruction and professional development;
- a completely reconstructed auditorium with a modernized lighting and audio system;
- two (2) newly constructed playgrounds with painted murals;
- implementation of the Community Word Project with published student anthologies;
- three (3) functional science laboratories/rooms for student use and professional development;
- consideration for the Leonore Annenberg Grant in dance. It would entail the construction of a dance studio and the hiring of a dance professional. Final announcement is pending;

While achievement can be linked to many factors, some of the barriers to continuous improvement are:

- student mobility rate;
- student attendance and punctuality;
- continuous enrollment (as defined by the S.E.D. is enrollment from the date of the BEDS survey through the assessment date);
- lack of active parental engagement in student achievement;
- socio-economic status of our families hinder the ability of parents and caregivers to enrich the experiential background of their children (i.e.: extra-curricular experiences with informal educational institutions such as museums);
- trust issues between parent and the public school system at-large;
- external social concerns and incidents of a crime-related nature.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

After conducting a thorough needs assessment based on data collected from multiple sources, the P. S. 191 School Leadership Team (SLT) has found that the following areas and/or student groups require specific attention. As a result, we have made the progress of these groups a priority for the 2009-2010 academic year.

Annual Goal	Short Description
<p><b>For English Language Arts for Grades K-2 inclusive of the Students with Disabilities sub-group:</b></p> <p>By <b>June 2010</b>, student achievement in English Language Arts in Grades K through 2 will improve by 5% points.</p>	<p>By <b>June 2010</b>, student achievement in English Language Arts in Grades K through 2 will improve by <b>5%</b> as measured by ECLAS, EPAL and/or teacher generated assessments.</p>
<p><b>For English Language Arts for Grades 3 through 5 inclusive of the Students with Disabilities sub-group:</b></p> <p>By <b>June 2010</b>, student achievement in English Language Arts in Grade 3 and 5 will improve by <b>3%</b> points on city-wide and state assessments.</p>	<p>After conducting our needs assessment, our school Leadership Team found that the Students with Disabilities (SWD) subgroup has under-performed all other sub-groups for the past three years. As a result, we have made progress for our SWD subgroup a priority goal for the 2009-2010 school year.</p> <p><b>Note: This is the SINI targeted subgroup as noted in the New York State School Report Card.</b></p>
<p><b>For Mathematics for Grades K-5 inclusive of the Students with Disabilities sub-group:</b></p> <p>By <b>June 2010</b>, student achievement in Mathematics in Grades K through 5 will improve by 3%.</p>	<p>By <b>June 2010</b>, student achievement in Mathematics in Grades K through 5 will improve by 3% as measured by:</p> <p>Everyday Mathematics unit assessments, teacher made quizzes/tests/assessments, observation, conferencing as well as city and state assessments.</p>
<p><b>Science in Grade 4:</b></p> <p>By <b>June 2010</b>, student achievement in Science in Grade 4 will improve by <b>3%</b>.</p>	<p>By <b>June 2010</b>, student achievement in Science in Grade 4 will improve by <b>3%</b> as measured by state and/or teacher generated assessments.</p>
<p><b>Social Studies in Grade 5:</b></p> <p>By <b>June 2010</b>, the performance level on the New York State Education Department 5<sup>th</sup> grade Social Studies Examination will increase by 3% points.</p>	<p>By <b>June 2010</b>, the performance level on the New York State Education Department 5<sup>th</sup> grade Social Studies Examination will increase by 3% points on the multiple-choice section.</p>

<p><b>Student Support Services:</b></p> <p><b>By June 2010</b>, at-risk students will receive <b>all</b> needed services as measured by records of identification and delivery of services, <b>therefore decreasing by 3% the number of students referred and placed in Special Education.</b></p>	<p><b>By June 2010</b>, at-risk students will receive <b>all</b> needed services as measured by records of identification and delivery of services, <b>therefore decreasing by 3% the number of students referred and placed in Special Education.</b></p>
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## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area (where relevant) :** English Language Arts for Grades K-2 inclusive of the Students with Disabilities sub-group:

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>English Language Arts – Grade K-2</p> <p>By June 2010, student achievement of the Students with Disabilities subgroup in English Language Arts in Grades K through 2 will improve by 5%.</p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The school will implement effective small group, phonics-based literacy instruction for students in grades K through 2 inclusive of Special Education and English Language Learners, using the components of Balanced Literacy, the Wilson <u>FUNdations Program</u>, the <u>Voyager Passport</u> program, Guided Reading, the <u>Making Meaning</u> comprehension program and the <u>100 Book Challenge</u> independent reading program. The instructional focus will be on word study, (phonics, word families, etc.) and comprehension and writing skills that result in documented progress.</p> <p>Implementation: September 2009</p> <p>Responsible Staff: Principal, Assistant Principal, pedagogical staff, and foster grandparents</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Daily Scheduling:</b></p> <ul style="list-style-type: none"> <li>• The 120 Minute Literacy Block for Grades K through 2</li> <li>• Wilson FUNdations Program/25 minutes</li> <li>• Voyager Passport Program-37 ½ minutes tutorial program</li> <li>• Making Meaning/20 minutes</li> <li>• AIS personnel</li> </ul> <p><b>Budgetary Funding:</b></p> <ul style="list-style-type: none"> <li>• Tax Levy monies</li> <li>• Title I</li> <li>• Contract For Excellence funds</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Voyager Benchmark Tests-3 times per year</li> <li>• PAL Practice Tests-2 times per year</li> <li>• E-CLAS 2-Fall and Spring</li> <li>• In-House Testing-Monthly</li> <li>• Wilson FUNdations Program Benchmark Tests</li> <li>• Bi-monthly WRAP(Writing and Reading Assessment Program)-3 times per year</li> </ul>
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**Subject Area (where relevant) :** **English Language Arts for Grades 3-5 inclusive of the Students with Disabilities sub-group:**

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>English Language Arts – Grades 3 and 5</p> <p>By June 2010, student achievement of all students in Grades 3 through 5 inclusive of the Students with Disabilities subgroup in English Language Arts in Grade 3 and 5 will improve by 3%.</p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. Two to three flexible ability groups will be established in each class for differentiation. Results from the spring ECLAS/ELA will be used to create the groups. Two to three additional instructors will push into each class. The focus of instruction will be the development of comprehension skills and writing skills. Content area materials will be used. All instruction will be aligned to New York City English Language Arts Performance Standards.</li> <li>2. Each grade will meet for test simulation practice in literacy. Different skills will be addressed daily using the Balanced Literacy Components. Provisions for students at-risk or in need of enrichment will be continued.</li> <li>3. Skills will be targeted through the analysis of Acuity test data. Tests will include mandatory interim assessments in addition to school-generated and teacher prepared assessments based upon formalized Acuity assessments.</li> </ol> <p>Implementation: September 2009</p> <p>Responsible Staff: Principal, Assistant Principal, pedagogical staff, foster grandparents</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Daily Scheduling:</b></p> <ul style="list-style-type: none"> <li>• Grades 3 and 5 small group instruction- daily/-45 minutes</li> <li>• Making Meaning/ daily/20 minutes Voyager Passport/Grade 3/ 37 ½ minutes</li> <li>• Orbit/Pacific Learning -Guided Reading/2x's per week</li> <li>• The 100 Book Challenge -Independent Reading/daily/20 minutes</li> <li>• The <u>Triumphs</u> Series in Literacy has been purchased and implemented</li> </ul>

	<ul style="list-style-type: none"> <li>• AIS personnel</li> </ul> <p><b>Budgetary Funding:</b></p> <ul style="list-style-type: none"> <li>• Tax Levy monies</li> <li>• Title I</li> <li>• Contract For Excellence funds</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• In-House Testing/monthly</li> <li>• Teacher Generated Examinations</li> <li>• Bi-monthly Acuity /Predictive 3X's per year</li> <li>• ITA/3x's per year</li> <li>• WRAP(Writing and Reading Assessment Program)-3 times per year</li> <li>• Acuity Assessments and assessment data</li> </ul>

**Subject Area (where relevant) :**

**For Mathematics for Grades K-5 inclusive of the Students with Disabilities sub-group:**

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By <b>June 2010</b>, student achievement in Mathematics in Grades K through 5 will improve by 3%.</p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Grades K-2:</p> <ol style="list-style-type: none"> <li>1. Daily 60 minute Mathematics Block which includes: Math review – warm ups, problem of the day; Mathematics writing journals Developmental lessons, guided practice Extra practice/enrichment minute math</li> <li>2. Application of concept, independent, or group work Games and skills practice through the use of manipulatives and mathematics tools.</li> </ol> <p>Grades 3-5:</p> <ol style="list-style-type: none"> <li>1. Daily 75 minute Math Block with the use of manipulatives and mathematics tools will include: Math Review – warm ups, Problem of the Day; Math Writing – Journals and responses; Development Lessons, Guided Practice; Extra Practice/Enrichment/Skills Practice/Test Prep; Application of Concept Independent or Group Work.</li> <li>2. Entire grade will meet for test simulation practice in mathematics. Different skills will be addressed daily using the New York State Mathematics Standards.</li> <li>3. Skills will be targeted through the use of Acuity test data. Tests will include mandatory interim assessment as well as school generated Acuity assessments.</li> </ol>

	Implementation: September 2009	
	Responsible Staff: Principal, Assistant Principal, pedagogical staff, foster grandparents	
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Grades K-2	Grades 3-5
	<b>Daily Scheduling:</b> <ul style="list-style-type: none"> <li>Daily 60 minute Mathematics Block</li> <li>AIS personnel</li> </ul> <b>Budgetary Funding:</b> <ul style="list-style-type: none"> <li>Tax Levy monies</li> <li>Title I</li> <li>Contract For Excellence funds</li> </ul>	<b>Daily Scheduling:</b> <ul style="list-style-type: none"> <li>Daily 75 minute Mathematics Block</li> <li>AIS personnel</li> </ul> <b>Budgetary Funding:</b> <ul style="list-style-type: none"> <li>Tax Levy monies</li> <li>Title I</li> <li>Contract For Excellence funds</li> <li>The <u>Triumphs</u> Series in Literacy has been purchased and implemented</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>In-House Testing-monthly</li> <li>Teacher-Generated Examinations/bi-monthly</li> <li><u>Everyday Mathematics</u> Unit Tests/weekly</li> <li>Acuity/Predictive 3x's per year/ ITA/3x's per year</li> <li>Teacher-Generated Acuity Assessments and assessment data</li> <li>E-CLAS 2 &amp; E-PAL assessments for selected students</li> <li>Weekly teacher-prepared quizzes</li> </ul>	

**Subject Area (where relevant) :**

**Science**

<b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Science: By June 2010, the total number of Level 1 students will be zero (0) in General Education. By June 2010, the total number of Level 1 students decrease by two (2) students in Special Education. (For the 2008-2009 school year there were one (1) and three (3) students who scored Level 1 on the NYS Elementary Level Science Examination in General Education and Special Education respectively)
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<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Classroom teachers and Science Building Mentors will focus on New York State Education Department Science Curriculum</li> <li>• Incorporating the Scientific Method by giving students opportunities to experiment and be involved in hands on science activities.</li> <li>• Field Trips to informal science education institutions to enhance and develop experience.</li> <li>• Science instruction will follow the updated science Scope and Sequence.</li> <li>• The entire grade will meet for test simulation practice in science.</li> <li>• Proper usage of scientific tools and metric measurement.</li> </ul> <p>Implementation: September 2010</p> <p>Responsible Staff: Principal; Assistant Principals; Classroom Teachers; Building Science Mentors</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Scheduling:</b></p> <ul style="list-style-type: none"> <li>• 3 periods weekly/45 minutes each</li> <li>• Whole grade science practice/3 times per week</li> <li>• AIS personnel</li> </ul> <p><b>Budgetary Funding:</b></p> <ul style="list-style-type: none"> <li>• Tax Levy monies</li> <li>• Title I</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teacher generated examinations/monthly</li> <li>• ELSE Practice Tests/monthly</li> </ul>

**Subject Area (where relevant) :**

**Social Studies**

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Social Studies – Grades 3 through 5: By November, 2009, performance level on the New York State Education Department 5th Grade Social Studies Examination will increase by 3% points.</p>
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<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. Classroom teachers will focus on the New York State Education Department Social Studies curriculum</li> <li>2. Students will focus on the interpreting and answering of Document Based Questions. They will learn to look critically at the world around them through the study of these documents.</li> <li>3. The entire grade will meet for test simulation practice in social studies. Different skills will be addressed daily, using the New York State Social Studies Examination as a guide.</li> <li>4. Field trips to informal education institutions will be arranged to gain hands-on experience.</li> <li>5. Students will utilize technology, not limited to the use of computers, to enhance social studies achievement.</li> </ol> <p>Implementation: September 2010</p> <p>Responsible Staff: Principal; Assistant Principals; Classroom Teachers</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Scheduling:</b></p> <ul style="list-style-type: none"> <li>• 2 periods per week/45 minutes each</li> <li>• Small group instruction during balanced literacy/2 times per week</li> <li>• Whole grade social studies practice/2 times per week</li> <li>• AIS personnel</li> </ul> <p><b>Budgetary Funding:</b></p> <ul style="list-style-type: none"> <li>• Tax Levy monies</li> <li>• Title I funds</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• In-House Testing/semi-monthly</li> <li>• Teacher Generated Examinations and Projects/ bi-monthly</li> </ul>

**Subject Area (where relevant) :**

**Student Support Services**

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Student Support Services: By June 2010, at risk students will receive all needed services as measured by records of identification and delivery of services, therefore decreasing by 3% the number of students referred and placed in Special Education.</p>
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<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1) Support service providers will meet with classroom teachers on a monthly basis to discuss individual student's progress.</li> <li>2) Student support service providers will monitor student behavior and the relationship between behavior and academic progress.</li> <li>3) Service providers will conduct workshops for teachers, paraprofessionals and parents.</li> <li>4) Monthly Pupil Personnel Meetings will be conducted to evaluate student behavior, academic progress and strategies for improvement.</li> <li>5) Daily "Be Nice"/Safety meetings will be conducted to address any student issues which arise.</li> <li>6) Student Running Records</li> <li>7) The Celebrated Child Initiative targets students whose behavior impacts on their academic progress.</li> </ol> <p>Implementation: September, 2010</p> <p>Responsible Staff: Principal; Assistant Principals; Classroom Teachers; SBST Personnel; Guidance Counselor</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Grade level conferences/house meetings-weekly</li> <li>• Student Support Services as mandated and scheduled</li> <li>• Title I IDEA Mandated Counseling</li> <li>• Tax Levy Mandated Counseling</li> <li>• Tax Levy IEP Teacher</li> <li>• IDEA Mandated Speech</li> <li>• Tax Levy Mandated Speech</li> <li>• Tax Levy SBST</li> <li>• TL Parent Coordinator</li> <li>• IDEA IEP Paraprofessional</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Decrease in the number of referrals to Special Education</p>

**REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

***Directions:*** All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	12	12	N/A	N/A	5	4	3	
1	14	14	N/A	N/A	12	5	2	
2	49	49	N/A	N/A	15	2	2	
3	43	43	N/A	N/A	8	4	10	
4	38	38	38	38	10	2	10	
5	56	56	56	56	15	3	4	
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.

- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• <b>Voyager Passport -Grades K-3, 4 times per week, 37 ½ minutes before school, small group;</b></li> <li>• <b>Literacy Initiatives- Grades 3-5, 4 times per week, 45 minutes per day, class group;</b></li> <li>• <b>Push-In Guided Reading Small Groups -Grades K-5, school-wide 5 times per week, during the school day;</b></li> <li>• <b>Pull-Out At-Risk Small Group Literacy -Grades K-5, 5 times per week, during the school day.</b></li> <li>• <b>P.S. 191 After-School Program- 2 times per week, 2 hours for grades K- 5 (small group, after school, tutoring)</b></li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• <b>Whole Group: Grades 2 and 4 - 5 days/week for 50 min. during school day;</b></li> <li>• <b>Grade 3 – 4 days/week for 50 minutes during school day, Grade 5 - 2 days/week for 100 minutes during school day <u>and</u> 2 days/week for 50 minutes during school day.</b></li> <li>• <b>Small group instruction during 37.5 minutes A.M. tutorial for Grades 3-5 4 days/week before school day begins.</b></li> <li>• <b>After school tutorial 2 days/week for 2 hour for Grades K-5 (small group).</b></li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• <b>Grades 4 hands-on test preparation initiative 4 days/week for 50 min. during school day.</b></li> <li>• <b>Small group instruction during 37.5 min. A.M. tutorial for Grades 3-5 4 days/week before school day begins.</b></li> <li>• <b>After school tutorial 2 days/week for 2 hour for Grades K-5 (small group).</b></li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• <b>Grade 4; 5 - 2 days/week for 45 min. instruction during school day to focus on key concepts, interpretation of data and writing responses to document based questions.</b></li> <li>• <b>Grades 3-5 test preparation initiative 4 days/week for 50 min. during school day.</b></li> <li>• <b>Small group instruction during 37.5 min. A.M. tutorial for Grades 3-5 4 days/week before school day begins.</b></li> <li>• <b>After school tutorial 2 days/week for 1 hour for Grades 3-5 (whole and small group)</b></li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p><b>At-risk counseling: one-to-one and small group</b></p> <ul style="list-style-type: none"> <li>• <b>Small group counseling consists of Grievance Counseling, Character Development, and Conflict Resolution.</b></li> <li>• <b>P.S. 191 Celebrant Program emphasizing monitoring of student’s academic and social</b></li> </ul>

	performance though staff and student special activities involvement.
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• At-risk counseling; one-to-one; during the school day</li> <li>• P.S. 191 Celebrant Program emphasizing monitoring of student's academic and social performance though staff and student special activities involvement.</li> <li>• Teacher Consultations regarding students</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	At-risk counseling; one-to-one; during the school day
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• Open Airways Asthma Program;</li> <li>• Vision and Hearing Tests;</li> <li>• Speech Related Services;</li> <li>• Occupational Therapy;</li> <li>• Physical Therapy</li> </ul>

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** - Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

The LAP main document an LAP Worksheet can be found at the end of this CEP as **Addendum 1**.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII - A (1)(a)**

**Grade Level(s)**

**Not Applicable**

**Number of Students to be Served:**

**LEP Not Applicable**

**Non-LEP Not Applicable**

**Number of Teachers Not Applicable**

**Other Staff (Specify) Not Applicable**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English

proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

**Not Applicable**

**Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

**Not Applicable**

-

-

-

**Form TIII – A (1)(b)**

-

-

**School: PS 191**  
**BEDS Code: 331700010191**

-

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	Not Applicable	<b>Not Applicable</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts	Not Applicable	<b>Not Applicable</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	Not Applicable	<b>Not Applicable</b>
<b>Educational Software (Object Code 199)</b>	Not Applicable	<b>Not Applicable</b>
<b>Travel</b>	Not Applicable	<b>Not Applicable</b>
<b>Other</b>	Not Applicable	<b>Not Applicable</b>
<b>TOTAL</b>	<b>0</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

### **Part A: Needs Assessment Findings**

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

**A needs assessment was conducted, which included the Principal, Assistant Principals, Pupil Accounting Secretary and ESL teacher, regarding the written translation needs of the students enrolled in P. S. 191. Each student's Home Language Identification Survey was assessed. All students whose home language was listed as non English on the survey was reviewed and discussed. If it was ascertained that the student's parent needed either a written translation or oral interpretation accommodations would be made to ensure that the appropriate assistance was provided to the parent.**

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

**The results of the needs assessment was as follows: ten (10) ELL students and their families require written and oral translation in Spanish. One (1) student requires written and oral translation in Arabic. One student and his family require written and oral translation in Nepali. One student and his family require written and oral translation in Burmese. In addition, four non-ELL families require written and oral translation in Spanish; four (4) families need written and oral translation in Haitian-Creole and one (1) in an African dialect.**

**The committee will make arrangements to ensure that the written and oral translation needs of all families who require them will be met.**

## Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

**Written translation of all documents regarding the school's academic programs, student participation in school activities, open-school day and night information, approaches for increasing achievement, DOE information not available from the central board, information regarding assessments, and information which would increase parent participation in school activities will be sent home in their home language to those families who do not speak English. Both the Spanish and the Haitian-Creole translations will be done in our school by qualified staff members. To translate orally and documents into the African dialect, Nepali, Arabic, and Burmese P.S. 191 will use the services of the NYCDOE Translation and Interpretation Unit.**

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

**Oral translations of scheduled school meetings and activities will be provided as necessary to all who do not speak English. When necessary a translator will be available to provide assistance to those families who require it. The oral interpretation services will be provided by school staff (Spanish and Haitian-Creole) and parent volunteers (Arabic, African dialect, Nepali, and Burmese).**

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**P. S. 191 will provide each parent whose primary language is not English and therefore requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate languages, and instruction on how to obtain such services. Posted at the main entrance is a poster in each of the "covered" languages which states that a copy of the Important Notice for Parents Regarding Language Assistance Services is in the main office.**

**Our school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices in a time of emergency solely due to their having a language barrier.**

**Should 10% of our parent population speak a primary language other than English or a "covered" language, we will utilize the services of the Translation and Interpretation Unit to translate all forms and oral communications into the parent's spoken language.**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

All Title I schools must complete this appendix.

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	348024	23014	371038
2. Enter the anticipated 1% set-aside for Parent Involvement:	3480		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		230	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17401		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		1151	
6. Enter the anticipated 10% set-aside for Professional Development:	34802		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		2301	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**The Parent Involvement Policy is attached to this document as Addendum 4: Parent Involvement Policy**

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**The School-Parent Compact is attached to this document.**

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**Please reference the Addendum 2: SINI SQR document.**

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

**Please reference the Addendum 2: SINI SQR document.**

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

**For information regarding after-school programs, please see Appendix 1: Part B.**

o Help provide an enriched and accelerated curriculum.

**Please reference the Addendum 2: SINI SQR document.**

o Meet the educational needs of historically underserved populations.

**Please reference the Addendum 2: SINI SQR document.**

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

**Please reference the Addendum 2: SINI SQR document.**

- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.  
**All staff are highly qualified.**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
**Not Applicable. All current staff are highly qualified.**

6. Strategies to increase parental involvement through means such as family literacy services.

- **Monthly Parent/Guardian Workshops by the Parent Coordinator**
- **Monthly PTA General Assembly with guest speakers**
- **ARIS Parent/Guardian Training**
- **School-wide Parent/Guardian functions**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**Not Applicable**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- Nutrition Education provided by school dietitian and school nurse
- Asthma Training by school nurse
- Implementation of Peer Mediation strategies presented to the staff by the Crown Heights Community Mediation Center
- Mighty Milers general health program

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

**Not Applicable**

2. Ensure that planning for students served under this program is incorporated into existing school planning.

**Not Applicable**

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

**Please see Appendix I: Part B**

**Please reference the Addendum 2: SINI SQR document.**

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

c. Minimize removing children from the regular classroom during regular school hours;

**All AIS and IEP Mandated Services are provided to our children using the push-in teaching model.**

4. Coordinate with and support the regular educational program;

**Not Applicable**

5. Provide instruction by highly qualified teachers;

**All of the current staff are highly qualified.**

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

**Please reference the Addendum 2: SINI SQR and the Addendum 3: SINI Grant documents.**

7. Provide strategies to increase parental involvement; and

**Please see Action Plan: Parental Involvement**

8. Coordinate and integrate Federal, State and local services and programs.

**Not Applicable**

**(TO BE REVISED FOLLOWING CONVERSATION WITH SED ABOUT TIMELINE FOR IMPLEMENTATION OF NEW DIFFERENTIATED ACCOUNTABILITY REQUIREMENTS)**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.*

**NCLB / SED Status:**

**School In Need of Improvement (SINI)- Year 2**

**SURR Phase / Group (If Applicable):**

**Not Applicable**

**Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.

**ELA – Students with Disabilities:**

**Students within this subgroup have not met the state required benchmark in English Language Arts for two consecutive years. As a result this has led to the school reaching School In Need of Improvement Status (SINI).**

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

## **Please Refer to Section 6: Action Plans – ELA Grade 3 through 5**

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

**Please reference the attached Addendum 2: SINI SQR and the Addendum 3: SINI Grant documents.**

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

**Please note that none of our teachers qualify for official school-based mentoring, however, all members of the staff receive targeted professional development through our CFN Instructional Support Specialist, Ms. Blanca Vega and our A.U.S.S.I.E. Consultant, Ms. Judy Brenner; in addition teacher-leaders and members of the administration model best practices. A monthly professional development calendar is developed o this end based upon needs assessment conducted during daily Inquiry Team meetings.**

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**Parents/Guardians will be notified via telephone, USPS, "backpacked" by children, and home visits.**

## **APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

### **Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

### **CURRICULUM AUDIT FINDINGS**

#### **KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

##### ***1A. English Language Arts***

### **Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write)

that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### **ELA Alignment Issues:**

**-Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

**-Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

**-Taught Curriculum.** The Surveys of Enacted Curriculum (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

**-ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

### **-English Language Learners.**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

<sup>2</sup>To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of

research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

**P.S. 191's school community is continuously assessing the progress of its students. Each classroom teacher has a Data Binder which is updated monthly. Assessments in all subject areas are given regularly and comparisons are made with prior tests. Teachers note the progress made by each student and discuss with fellow pedagogues and the administration what additional assistance those students who are not progressing adequately will receive so that they can succeed.**

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable
- Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- The Comprehensive Educational Plan is utilized as a viable, ever-changing document which serves as a guide to achieve P.S. 191's mission and vision.
- Our school opted for the Children's First Network (CFN). It deploys teacher trainers to our school for forty days of the school year as a result of our purchasing the "Children's First Network Package" at a cost of \$27,000.00 from our school budget. Our Learning Support Organization schedules professional development sessions at the Learning Support Center and at other locations for teachers in the content areas of physical education, academic intervention services, balanced mathematics, balanced literacy, science, early childhood mathematics, English language learners and Special Education.
- The entire school's student population is immersed and enrolled in the 8:00 a.m. 37.5 morning tutorial session. No child is excluded. All early childhood students are welcomed and have received registration

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- The Comprehensive Educational Plan is utilized as a viable, ever-changing document which serves as a guide to achieve P.S. 191's mission and vision.
- Our school opted for the Children's First Network (CFN). It deploys teacher trainers to our school for forty days of the school year as a result of our purchasing the "children's first network package" at a cost of \$27,000.00 from our school budget. Our Learning Support Organization schedules professional development sessions at the Learning Support Center and at other locations for teachers in the content areas of physical education, academic intervention services, balanced mathematics, balanced literacy, science, early childhood mathematics, English language learners and Special Education.
- The entire school's student population is immersed and enrolled in the 8:00 a.m. 37.5 morning tutorial session. No child is excluded. All early childhood students are welcomed and have received registration notices, as did the Special Education student population and all third, fourth and fifth grade general education students.
- We hired a literacy A.U.S.S.I.E. Partner in Professional Development Consultant at a cost of \$30,000. She is deployed to the early childhood grades in order to assist teachers in Guided Reading strategies and in the development of running records. She does demonstration lessons for the upper grades staff during the "lunch and learns."
- P.S. 191's administration, in collaboration with the school's teacher leaders and other pedagogues, purchases current and innovative literacy, mathematics and science programs and materials as follows:
  1. The American Reading Company-100 Book Challenge For Independent Readers
  2. The FUNdations Phonics Intervention Program
  3. Making Meaning: The Development Study Center Comprehension Program
  4. The Wilson Reading Intervention Program
  5. The Everyday Counts Calendar Math
  6. The Voyager Passport Intervention Program
  7. Voyager Expanded Learning "Vmath" Levels D-G
  8. McGraw Hill textbooks

- “Instructional Initiatives” conducted in classrooms and in the student cafeteria in the content areas of literacy, mathematics, science and social studies are provided for grades 3, 4 and 5 to familiarize students with test-sophistication strategies, to provide them with differentiated and targeted supplemental instruction in the afore-mentioned subject areas, whilst experienced and senior personnel simultaneously model best practices relevant for the workshop model. Less experienced teachers collaboratively learn and observe best practices while pupils benefit instructionally during the course of these lessons.

Student work posted in hallway display areas, is reflective of monthly promotion folder entries and monthly grade-appropriate mathematics open-ended questions. Promotion folders are a compilation of monthly assignments in literacy and mathematics, with an accompanying rubric for each assignment, i.e., the Personal Narrative and Graphing assignments were for the month of September. All kindergarten through grade five students are required to submit entries. Longitudinally, it travels from grade to grade.

- A Teacher Resource Room has been created on the second floor which is extensively stocked with a professional library for teachers. There are leveled books for students in different genres and an assortment of children’s periodicals such as: Time Magazine for Kids, Cricket, Scholastic News, Weekly Readers and Sports Illustrated for Children. Our school’s student sub-groups (our ELLs, our African-American students in the bottom one-third, our Hispanic students and our students with IEPs) benefit from the use of these periodicals which are written for children and at times by children. Our licensed librarian utilizes these magazines when she provides services to Level III and IV performing children in all grades. They are also utilized by our ELL teacher and classroom teachers in general.
- A Science “Stations” Room has been established to assist students, in specifically those in 4<sup>th</sup> grade, with the use of concrete scientific manipulatives necessary for experiments. All students in grades K through 5 are programmed for science lessons in our labs with the infusion of Art. Children draw diagrams, conceive of situational hypotheses and then illustrate projects.
- We have two science cluster teachers. One is assigned to the lower grades and the other is assigned to the upper grade classrooms. All science experiments are interdisciplinary in that they engage all students in art, technology, mathematics and in the study of social studies. Each month two culminating projects on a tri-fold are produced; one is representative of early childhood efforts and the second project is representative of the upper grades. These projects are on display in the Teacher Conference Room on the third floor. Each science teacher has his and her own room in addition to our science stations room.
- P.S. 191 collects, disaggregates, assesses and compiles student performance data, from year to year, to assist the school community with the modification of whole-class and small-group differentiated instruction.
- The use of data has been extended to evaluate the progress made by groups of students who fall within the different levels of achievement: Level I, Level II, Level III and Level IV.
- **English Language Learners** and students with special needs are included in this comprehensive disaggregation of data, as are additional sub-groups such as our African-American students who fall within the lowest one-third.
- A simulated testing schedule in literacy, mathematics, science and social studies culminates in an in-house disaggregation of testing results with a subsequent assigning of scores within the different achievement levels: Level I, Level II, Level III and Level IV.

- The disaggregation of data allows the administration in collaboration with the teachers to identify those students who are in need of Academic Intervention Services.
- Monitoring of daily student attendance rates by class and individual students.

## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

### Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

There are problems with scaffolding as recommended by Everyday Mathematics:

- Vocabulary – minimal correlation between NYS Exam and Everyday Math
- Multiple concepts are taught simultaneously
- Concepts are partially taught and revisited weeks later when there is a possibility forgetting/regression on the part of the students
- Not aligned with the NYS Testing Program Guidance Pre-March/Post-March Document – Out of sync (<http://www.emsc.nysed.gov/3-8/march.htm>)

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Feedback from students and classroom teachers, Everyday Math unit assessments show that students a several students are still deficient in skill after they are taught as evidenced by various assessments.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Due to the above-stated reasons, McGraw-Hill “Triumphs” will be incorporated into our instructional program as an additional resource.

## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### ***2A – ELA Instruction***

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA

classes also was observed to be high - observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Utilization of data compiled by state assessments, class work, comparison of independent work and direct instruction, varying modalities introduced.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- The school employs a multiplicity of teaching modalities including, but not limited too, the workshop model which incorporates student engagement, teacher-as-a-facilitator, and class discussion.
- There are several opportunities during instruction for the students to respond, question, experiment, and hypothesize on any of the content areas.
- Programs such as FUNdations and Voyager address student initiative.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not Applicable

## 2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Self-assessment, peer observations between teachers, differentiation based on student interest.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In addition to Everyday Mathematics, a supplemental program has been ordered. It is entitled Mathematics Triumphs, published by the McMillan-McGraw Hill Company. This set of materials was selected by a core group of teacher leaders after consultation with the staff-at-large.

The students are taught strategies that are process-based; in addition, our students are required to write in their mathematics journals daily where they give an example of how they can apply the skill/concept that they were taught that day.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Through conferencing, accountable talk between students and between students and teachers, providing students with the opportunities to connect what they have learned in the classroom to what is taking place in the world outside of the school, by making mathematics interdisciplinary (i.e.: graphs of weather data for links to science), and through the use of manipulatives and mathematics vocabulary words as evidenced in monthly promotion folder entries and open-ended mathematics problem-solving, this relevant issue will be addressed.

<sup>3</sup>To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The administration will monitor and scrutinize the number of both new and transfer teachers entering and leaving our school annually.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The administration is continuously providing the staff with support and professional development which assists them with the instruction of our students. By providing constant assistance to the pedagogical staff of P.S. 191, the administration provides an unvarying superior educational environment in which the entire school community can flourish and learn.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our school will continue to utilize a school-based teacher mentoring program. Senior and experienced teachers assist new teachers in adapting and acclimating to their new school environment. The mentoring plan utilizes inter-class visitation, after school mentor-mentee consultations and demonstration lessons. The school-based mentoring program provides monthly professional development which addresses many new-teacher pertinent topics i.e., planning, parent conferences, classroom environment and the use of data to drive instruction. New teachers are also provided opportunities to attend professional development workshops outside of the school. Newly assigned teachers grow both professionally and personally as a result of the assistance they receive from the administration, in-house staff, and off-site professional development. Currently, P.S. 191 does not need additional support from central to address this issue.

### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-

based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to assess whether or not this finding is relevant to our school we searched for professional development options that are available from the Office of English Language Learners. Afterwards, a staff member is registered and attends training session suited for our specific school needs (such as QTEL, monitoring progress for ELL's, language allocation policy, or differentiated instruction). The contents of the training are then shared with the staff-at-large. We also assess the quality of our in-house ELL professional development activities to ensure they include the QTEL Institute, data reviews, lesson studies, curriculum enhancements, and classroom intervisitations. In addition, we receive support through the Community LSO and its Networks.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The ESL teacher has provided professional development in literacy and academic language development through programs such as QTEL. In addition ongoing professional development is provided to content area teachers on research-based practices to reach the needs of ELL's in monolingual programs.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not Applicable

#### **KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to assess whether or not this finding applies a check of each classroom teacher's data binder was conducted to review testing data for ELL students. The ESL teacher is responsible for providing LAB-R scores for newly admitted students, the NYSESLAT scores with proficiency level for ELL students and student residency information.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have been using data to identify best practices in order to accelerate student learning and empower our school to make informed strategic decisions on ways to improve the performance of English Language Learners.

The challenges ELL's face are complex and varied, therefore, novel and deep solutions matched to student needs are required to improve their academic achievement. Differentiated instruction is used to target the particular needs of each student.

The School Leadership Team is encouraged to use data from Progress Reports, periodic assessments, quality reviews, recommendations, the CEP, and the LAP while seeking the guidance of the School Inquiry Team and the Community LSO. Using these resources we will create a coherent plan that addresses the specific needs of ELL's and detail ways to improve their performance. In addition, we will support struggling ELL's (especially SIFE), long-term ELL's, ELL's between 4 and 6 years of age, and newcomers.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not Applicable

## **KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would

help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to assess whether or not this finding applies to P.S. 191 - The Paul Robeson School, we read through each point and crossed-checked them with how the school addresses general and special education program wide. We assessed the quality of our in-house monthly special education meetings and the external professional development workshops that the staff members have attended throughout the school year. In the end, it is the consensus that it has become clear that this key finding is not relevant to our school.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The administration and staff at P.S. 191 has a sufficient skills, knowledge, experience and capacity to implement a wide variety of instructional approaches to both the general and special education populations. This is evident for example in our 5<sup>th</sup> Grade Collaborative Team Teaching class where differentiated instruction can be observed and the lessons have the students goals integrated within.

The staff at P.S. 191 has been given the opportunity to learn from external professional development workshops throughout the school year. During these workshops they are kept abreast of any changes that may have been implemented in Special Education or any new approaches to teaching students with special needs that they can bring back to their classrooms. The administrative staff has monthly Special Education meetings and workshops, in-house, that the entire staff is invited to attend. At these workshops/meetings, one of the Assistant Principals, who have an extensive background in Special Education, will bring new information to the staff and allow others to share ideas and/or concerns that they may have. The schools Psychologist , Guidance Counselor and S.E.T.S.S. provider are always in attendance to answer any questions or to assist in any way that they can in order to ensure that the teachers, general and special education alike, are supported and are given the help necessary to meet the goals of our students.

The staff at P.S. 191 understands the importance of the familiarity with all of the student's goals, accommodations and modifications. All staff members involved with the education of a student with an I.E.P. receive updated copies each year and are notified immediately of any changes that may be made. There is a Cluster Staff file, kept in a secure area, in which all cluster staff members have access to information on a student's I.E.P., keeping confidentiality in mind. There is a Test Modification Manual that is updated each time a change is made. The administration, test coordinators and S.E.T.S.S. provider have a copy and the teachers are informed. This manual is in accordance with page 9 of students I.E.P. and is update for reasons of compliance to stay in compliance.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not applicable

### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do not consistently specify accommodations and/or modifications for the classroom environment (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to assess whether or not this finding applies to P.S. 191, the IEPs were reviewed to confirm the modifications were within the regulations and thus in compliance. The need for behavioral goals and future plans to improve academic and social behaviors were also addressed. The school has complied with all regulations, both state and city, as indicated by the students' IEPs and other compliance data.

Twice daily, our Pupil-Personnel Committee meets in order to discuss issues related to our Special Education population

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All teachers and the administration are aware of the mandates for special education/special needs students. The confidentiality of the IEP document, accommodations and modifications are known to all and the legal implications are well established.

In order to provide the necessary services, the following personnel are in place:

- a testing coordinator,
- an IEP supervisor,

- the special education teachers to conference with parents and students,
- the parent coordinator to help address parent concerns
- and a team of related service providers who are vigilant in regards to changes in a student's IEP

A review committee is also established to address any mitigating circumstances such as an amendment to any instructional goals.

The administration has made it a point that all teachers and staff involved in the education of our students are well aware of all accommodations and modifications that must be adhered to. It has been observed that the annual S.M.A.R.T. goals of students have been incorporated into the daily lesson plans while being modified to the ability and cognitive level of a student. Students who require extra time are given the opportunity to finish a test, activity or task. Students who require a separate location are provided with such a location. The testing team has provided all staff members with a list of Best Test Practices and meet with all faculty and staff throughout the year, to ensure that all modifications, accommodations and criteria is understood and being followed.

We have students who have behavioral issues that interfere with their learning. The teachers of such students have written and implemented a behavioral plan and work in conjunction with the SBST.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

### **Part A:**

#### **For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

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

- Counseling is provided for STH students where not mandated.
- Uniforms and school supplies are provided as necessary.

### **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).

**Not applicable**

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

**Not Applicable**

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 in the borough Integrated Service Center (ISC) or Children First Network.

**Not Applicable**

**The Following addenda have been added by P.S. 191 as a supplement to the main document. Sections of the CEP note this section, and its contents, as necessary.**

**Addendum 1: Language Allocation Policy**

**Language Allocation Policy:  
Submitted by Ms. Beata Koziel in collaboration with the LAP Team Membership**

**Part I: School ELL Profile**

**Language Allocation Policy Team Composition**

**SSO/ District: CFN # 11/ District 17**  
**School: P.S. 191**

**Principal: Mrs. Elsi Capolongo**  
**Assistant Principal: Mrs. Hadar Gahfi**  
**ESL Network Leader: Ms. Alice Cohen**  
**Guidance Counselor: Michael Leak**  
**ESL teacher: Beata Koziel**  
**Parent: Jeanette Martin**  
**Parent Coordinator: Ms. Natalia Roach**  
**Related Service Provider: Jennifer Hart**  
**Other: Sonia Witter-Clue**  
**Teacher Qualification**

The ESL students are served by one fully licensed ESL teacher with a Masters Degree in TESOL. There are no Content Area Teachers or Special Education Teachers with Bilingual Extensions

## **School Demographics**

P.S. 191 is a large, urban public school located on the tip of Ocean-Hill Brownsville, Brooklyn, in economically disadvantaged area. The school has become an oasis of safety to its staff, 251 students, and parents, with a rigorous academic program being implemented. There are 14 English Language Learners and they are 5.6 % of the P.S. 191 student population.

## **Total Number of Students Per Grade**

There are 12 general education English Language Learners and 2 Special Education English Language Learners. Two Kindergarten students, five first graders, one second grade, five third graders, and one fourth grade student receive ESL instruction.

## **Languages Spoken/Proficiency Levels**

P.S 191 does not have ELL SIFE students, or students in self-contained ESL classes. Our school has:

- 1 Spanish-speaking Kindergarten students who is receiving 360 minutes of ESL instruction a week (Beginning Level)
- 1 Spanish- speaking Kindergarten student who is receiving 180 minutes of ESL instruction a week (Advanced Level)
- 2 Spanish-speaking first grade students who are receiving 360 minutes of ESL instruction a week (Beginning Level)
- 2 Spanish-speaking first grade students who are receiving 360 minutes of ESL instruction a week (Intermediate Level)

- 1 Mandingo-speaking first grade student who is receiving 180 minutes of ESL instruction a week (Advanced Level)
- 1 Haitian Spanish-speaking second grade student who is receiving 180 minutes of ESL instruction weekly (Advanced Level)
- 2 Spanish-speaking third grade Special Education students who are receiving 360 minutes of ESL instruction weekly (Intermediate and Beginning Level)
- 1 Spanish-speaking third grade student who is receiving 360 minutes of ESL instruction per week (Intermediate Level)
- 1 Spanish-speaking third grade student who is receiving 180 minutes of ESL instruction a week (Advanced Level)
- 1 Burmese-speaking third grade student who is receiving 360 minutes of ESL instruction weekly (Intermediate Level)
- 1 Spanish-speaking fourth grade student who is receiving 360 minutes of ESL instruction a week (Beginning Level)

In addition, all ELLs have 180 minutes of ELA instruction per week in General Education, Special Education, and/or CTT classes.

## **Part II** **ELL Identification Process**

### **Descriptions of the Steps Followed for the Initial Identification of Those Students Who May Possibly Be ELLs**

Students who may possibly be ELLs are identified during the registration process. The Home Language Identification Survey (HLIS), which includes the informal oral interview in English and in the native language, and the formal initial assessment, is administered. The secretary, the ESL teacher, and

the other staff member who speaks a home language of a student and a parent (if possible) is present (i.e., we have staff members who speak Spanish, Haitian- Creole, Russian, and Polish). The secretary and the ESL teacher are responsible for conducting the initial screening and administering the HLIS. The ESL teacher checks an exam history of the new entrants who are possible ELLs on ATS. Students who have LAB-R or/ and NYSESLAT results are placed in ESL program according to their English Language Proficiency Level.

The new students who are entitled are tested with LAB-R by an ESL teacher during the first 10 days. Spanish LAB-R (if necessary) is conducted by a teacher who is proficient in Spanish Language for students with Spanish origin.

### **Description of the Process to Ensure that Parents Understand All Three Program Choices (Transitional Bilingual Program, Dual Language Program, Freestanding English As a Second Language Program)**

Orientation sessions are held for each parent of English Language Learner on an going basis as needed. Parents view the video in their native language provided by the Department of Education on this topic. Program selection letters are distributed after the parents view the video. They are then asked to make a program selection. Parents are also informed that P.S. 191 offers only English as a Second Language program. In addition parents are given information which schools offer bilingual programs. Then the parents meet with the Parent Coordinator and receive all the information given to new parents, i.e. PTA meeting schedule and other pertinent information.

### **Description of the Process to Ensure that Entitlement Letters are Distributed and Parent Surveys and Program Selection Forms are Returned**

The ESL teacher is responsible for the distribution of Entitlement Letters to the parents/ guardians of ELLs, and the collection of Parent Surveys and Program Selection Forms. If the forms are not returned, the ESL teacher and the Parent Coordinator make phone calls to the parents/ guardians to remind them about returning the forms.

## **Description of the Criteria Used and the Procedures Followed to Place Identified ELL Students in Bilingual or ESL Instructional Programs**

After the parents of ELLs make a program selection, they are informed in their native language that an ESL program is offered at our school. They are also informed that a Transitional Bilingual Program is not offered because the number of students whose parents request this program is too small. We provide the parents with information about bilingual programs at P.S.189 and other schools. In addition parents receive a Parent Brochure in English and their native language with information for parents of English Language Learners.

At P.S. 191 students who are identified as English Language English Learners are placed in ESL instructional program according to their level of English Language Proficiency (as per LAB-R and NYSESLAT exam) and receive a mandated number of minutes of ESL instruction per week.

## **Trend In Parent Choice Letters**

After reviewing the Parent Survey and Program Selection Forms for the past few years, the trend in program choices that have been requested by parents are the ESL and Transitional Bilingual Programs. The program currently offered at P. S. 191 is the ESL program. A Transitional Bilingual program is not offered because P.S. 191 does not have enough children whose parents are requesting a Bilingual Spanish-English Program. The school doesn't have enough bilingual eligible children to formulate a Transitional Bilingual Program. P. S. 191 provides the parents of ELLs with information about bilingual programs at other schools in our districts in compliance with the Chancellor's mandates. In 2008-2009 one parent of fifth grade and kindergarten student requested Spanish- English Transitional Bilingual Program and in 2009-2010 one parent of first grade, third grade, and fourth grade student asked about Spanish-English Transitional Program. The parents were provided with all the necessary information.

The programs in our school are aligned with parental choices.

### **III. Program and Scheduling Information**

#### **Delivery of Instruction**

The English Language Learners are served in the freestanding ESL pull-out program. This instructional program is aligned with mandated ESL/ELA, content area learning standards, and the core curriculum. Oral and written language development is provided during ESL and English Language Arts instruction.

Students in the freestanding ESL program will receive 360 minutes of instruction each week at the beginning and intermediate levels, and 180 minutes of instruction at the advanced level. The program emphasizes integration of the four language skills: listening, speaking, reading and writing. The ESL students will be grouped homogeneously for targeted area instruction informed by the LAB-R and/ or the NYSESLAT.

The ESL teacher is responsible for delivery of mandated minutes of ESL instruction.

#### **Implications For Instruction**

To help the ESL students meet the NYS Learning Standards we will use instructional strategies centered around Phonemic Awareness, Sheltered English, Total Physical Response, the use of multimedia materials, the use of multicultural literature, graphic organizers, accountable talk, the use of maps and visuals, and class presentations. The Balanced Literacy /Mathematics Workshop model will be utilized to focus on the content areas.

#### **Plan For Academic Language Development/Instructional Materials Used**

Other strategies to be emphasized in order to improve the language of ELLs are:

- building background knowledge
- the integration of children's native language and cultural backgrounds, values and beliefs

- language development will be increased and assessed through the use of vocabulary as integrated into the content areas of literacy, science, mathematics, social studies, music, technology, etc.
- the use of manipulatives will facilitate concrete experiences to help students create a context for what they are learning
- the incorporation of classroom talk amongst peers to support language development such as asking open-ended questions which require new or extended responses.

## **Collaborative Planning**

The ESL teacher will consult and network with teachers of ELLs to plan instruction for ESL students and to monitor their progress in a general and/or special education classroom. In addition, we will include ESL/native language libraries in the ESL classroom and extensive staff development for all teachers who teach ELLs.

## **Differentiation of Instruction for ELL Subgroups**

### **Plan for SIFE students**

- For initial placement of SIFE students we will use records from native country when available and interview parents to try to determine the number of years of schooling the students have had.
- We will use Home Language Identification Survey to identify the home language.
- We will test the students with LAB-R and identify their English proficiency level.
- We will give the students writing assignments (in native language and in English).
- We will encourage prewriting activities.
- The students will take mathematics survey.
- We will modify reading assessments.
- We will modify tests for the students.
- We will organize small group activities.

- We will develop rubrics.
- The students will create a log with vocabulary and letter sounds.
- Use of portfolios to demonstrate progress.

### **Plans For Newcomers**

To reach the needs of **newcomers**, the ESL teacher with the collaboration of the General/Special Education teachers, will modify the assignments for them and provide productive work that engages them in language learning. **Newcomers** will participate and show comprehension through pointing, nodding, drawing, using actions or simple responses. We will assign a bilingual student or staff member who speaks the newcomer's language to explain the rules, to show important places in our school, and to communicate with parents. We will use **translators** as needed, and in particular, where applicable, in testing situations.

### **Plan For Long Term ELLs**

After reviewing and analyzing the data from all assessments taken by ESL students, we concluded that ESL students at P.S.191 continue to need small group instruction in order to improve academic vocabulary and reading and writing skills. ESL program follows the Balanced Literacy workshop model focusing on the content areas as mandated and modeled by the Department of Education. It composes Reading Aloud, Shared Reading, Guided Reading, Independent Reading and the Writing Workshop.

There will be an opportunity for vocabulary development during all aspects of ESL instructions. In addition our school is using the results the ELL Interim Assessment to identify the learning needs of individual students and diagnose their strengths and weaknesses. It will help in planning classroom instruction.

### **Plan For Alternate Placement In Special Education**

English Language Learners may be found eligible to receive special education services once it has been determined that a disability exists and that the disability is not solely due to the lack of proficiency in the English language. All ELLs eligible for special education services will continue receiving ESL instructions at the appropriate proficiency and development level. The IEP must be followed and periodically reviewed at Pupil Personnel Committee meetings.

### **Description of Targeted Intervention Programs for ELLs**

- SETSS- long term ELLs will be provided with related services at risk (5 times per week)
- Reading, Writing, and Mathematics Workshops in class (everyday) and during ESL lessons (six periods per week) to develop appropriate reading, writing, and mathematics skills- in small groups
- Science lessons and labs in class (four times a week) and once a week in ESL class to develop appropriate science skills- in small groups
- Social Studies lessons in class (two times a week) and once a week in ESL class to develop appropriate social studies skills- in small groups
- Academic Intervention Services- ESL students will be provided with targeted instruction in reading, writing, science, social studies, or mathematics before school (4 times 37.5 min. per week) and during the school day (Push-in AIS Services)
- Liberty Learning Lab- ESL students have opportunities for an after school program in a group of ten students or one on one tutoring (four hours a week- November through April)
- Literacy, mathematics, science, and social studies initiatives allow students to receive small group instruction and test practice at their individual level (4 periods a week)
- Student Assessment Analysis- individual perspective and diagnostic plans are designed to facilitate tutoring and differentiated instruction
- Student Services Support Team (two times per month) and Least Restrictive Environment (once a month)- conferences among professionals to discuss student's cumulative records and recommend interventions
- Inquiry Team Group- ESL students are assisted in small groups to improve their academic skills

## **Transitional Plan For Students Reaching Proficiency**

A student who has exited the ESL program will be monitored formally for at least two full school years. The ESL teacher in cooperation with the General and/or Special Education teacher will be responsible for monitoring that ESL student. Monitoring will consist of the following measures of student performance: report card grades, tests scores, student performance, teacher observation, and progress in meeting the NYS Academic Standards in all areas. The ESL teacher will help assist to adopt and modify material and instruction to the exited student, thereby facilitating the transition.

### **Implications for Professional Development:**

1. Professional Development is provided in ESL strategies and the Wilson Reading Program.
2. Professional Development that targets the needs of teachers of ESL students (strategies for teaching ELLs in the ESL standards and how to meet them, how to develop language, instructional structures that support ESL students, stages of the second language acquisition).
3. 7.5 hours of ELL training is provided for all staff members during House Meetings and Professional Development days (Topics: Who is an ELL; NYS LEP Identification Process;
4. LAB-R and NYSESLAT; Description of Proficiency Levels; Programs that Support ELL Achievement; NYS ESL Standards; Testing and ELLs; Promotion Policy for English Language Learners; Second Language Acquisition; Students with Interrupted Formal Education; ESL Strategies)

Guidance Counselor and ESL teacher provide staff with support to assist ELLs as they transition from one school level to another. The schedule of events starts out with distribution of applications (available in different languages), information about the dates for Middle School orientations and announcements for Gifted & Talented testing. We also give information about district-wide Middle School Fair. We may have special orientations for the parents of ELLs to help them to fill out applications and inform them about bilingual programs. Teachers write recommendation letters for

students. Guidance Counselor and ESL teacher ensure continuity of ESL services for ELLs as mandated.

### **Parent Engagement and Notification**

Parents will be invited to parent orientations on the State Standards, assessments, school Parents of English Language Learners will be invited to parent orientations on the State Standards, assessments, school expectations and general requirements for ESL program and there will be other opportunities for parents to participate in their children's education. We ensure that parents participate on various committees, including Parent Teacher Association and the School Leadership Team. They also encouraged to participate in school activities, i.e. field trips, shows, assembly and etc., and workshops. All parents correspondence, including letters, flyers, report cards, and other communications are translated into languages spoken by our families. Spanish and Haitian-Creole translators are available at meetings. In addition parents of ELLs will be invited to participate in ESL workshops or services in our school and the ones organized outside. The needs of parents of ELLs will be evaluated during interviews, parent orientation meetings, conversations during dismissals, parent teacher conferences, PTA meetings, IEP meetings, and other meetings. Parent coordinator, ESL teacher, Spanish- English translators and Haitian- English translator are available to speak with parents of ELLs. If there is a need of translation to another language we will contact the Translation and Interpretation Unit.

### **Part IV: Assessment Analysis**

- P.S.191 uses ECLAS-2 and EPAL to assess the early literacy skills of our ELLs. A summary of ECLAS-2 and EPAL results indicate that ESL students are in deed of increased achievement in areas of phonemic awareness, reading comprehension, listening comprehension, and reading expression. We also use data from the ELA and Mathematics Periodic Assessments and the ELL Interim Assessments for third and forth grade ESL students.

- Scores on the last NYSESLAT and LAB-R indicate that 5 of our students scored at the Beginning Level, 5 at the Intermediate level, and 4 at the Advanced level.
- An analysis of the NYSESLAT results shows that all tested ELLs indicate an increase in the number of students who are at the Advanced Level of English proficiency. Third and fourth grade students are at either at the Intermediate or Advanced Level of English proficiency.

### **Patterns In Proficiency Levels and Grades In Four Modalities**

After an examination of the students in the four modalities, it was found that our ESL students are weakest in reading, writing and speaking. P.S. 191's ESL student's knowledge of content area vocabulary was found to be below grade level. Our ESL students are one to two levels below grade level in terms of their oral language development. We attribute this to the languages spoken in their homes. P.S. 191 will focus on reading in the content areas. The school's emphasis will be on the development of appropriate content area vocabulary and comprehension skills. Additionally, instruction will focus on the **writing workshop model** with ESL students having opportunities to develop appropriate writing skills.

### **Content Performance Data**

The results of the **Grade 4 assessments in ELA** indicate:

- 100% of students tested in level3

The scores of the **Grade 4 assessments in Mathematics** indicate:

- 0% of students tested in level 1
- 0% of students tested in level 2

- 100% of students tested in level 3

The scores of the **Grade 4 New York State Science Examination** (2008-2009 school year) indicate:

- 0% of students tested scored in level 1
- 0% of students tested scored in level 2
- 100% of students tested scored in level 3

The scores of the **Grade 5 New York State ELA Examination** (2008-2009) indicate:

- 100% of students tested scored in level 3

The scores of the **Grade 5 New York State Mathematics Examination** (2008-2009) indicate:

- 33.3% of students tested scored level 1 (test taken in Spanish)
- 66.3% of students tested scored level 3 ( one test taken in Spanish and the other one translated to Arabic)

The scores of the **Grade 5 New York State Social Studies Examination** (2008-2009) indicate:

- 50% of students tested scored in level 1 (test taken in Spanish language)
- 0% of students tested scored in level 2
- 50% of students tested scored in level 3

In 2007-2008 school year five ELLs were tested and all reported scored in levels 2 and 3. In 2008-2009 school year four ELLs were tested and three of these students received Level 3 in ELA and Mathematics. We consider this an accomplishment as these pupils showed improvement on ELA, Mathematics, Social

Studies, and Science while also showing improvement in their receptive and expressive English language ability

ELLs of P.S.191 are performing below grade level in mathematics, social studies and science. There is a need for small group instruction for content area vocabulary development and comprehension improvement. ESL students in early grades are performing below grade level in reading and writing. There is a need for small group instruction to improve phonics, comprehension, academic vocabulary and writing skills. ESL students in grades 3-5 are performing below grade level in reading and writing. There is a need for small group instruction for vocabulary development, reading and writing skills.

### **The Implication for LAP and Instruction (based on results of NYSESLAT, City/Statewide Assessments)**

1. English language instruction is aligned to ESL/ ELA standards.
2. We utilize differentiation of instruction to meet the needs of ESL students who are at different levels of English language proficiency.
3. Teacher scaffold academic language to support student's participation in content areas.
4. Focus on reading in the content areas with an emphasis on the development of appropriate content area vocabulary and comprehension skills (Month by Moth Phonics, Making Meaning, Word their Way, Foundations, 100 Book Challenge).
5. Concentrate on the Writing Workshop where ESL students are going to have opportunities to develop appropriate writing skills.
6. Students receive mandated minutes in ESL and ELA.
7. Teaching materials include a wide range of print, visual, manipulatives and digital resources.
8. Needs for small group instruction to improve phonics, develop vocabulary, comprehension, reading and writing skills.
9. Provide instruction in study skills, organizational skills, test- taking skills, and reading strategies.
10. Model the use of the language in ways in which students are expected to participate.

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–8 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>CFN# 11 / 17</b>	School <b>P. S. 191</b>
Principal <b>Mrs. Elsi Capolongo</b>	Assistant Principal <b>Mrs.Hadar Gahfi</b>
Coach	Coach
Teacher/Subject Area <b>Beata Koziel/ ESL</b>	Guidance Counselor <b>Michael Leak</b>
Teacher/Subject Area	Parent <b>Jeanette Martin</b>
Teacher/Subject Area	Parent Coordinator <b>Natalia Roach</b>
Related Service Provider <b>Jennifer Hart</b>	SAF
Network Leader	Other

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/FL Teachers	<b>0</b>
Number of Content Area Teachers	<b>0</b>	Number of Special Ed. Teachers	<b>0</b>	Number of Teachers of ELLs without	<b>0</b>

with Bilingual Extensions		with Bilingual Extensions		ESL/Bilingual Certification	
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### C. School Demographics

Total Number of Students in School	253	Total Number of ELLs	15	ELLs as Share of Total Student Population (%)	5.93%
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

## Part III: ELL Demographics

### A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>										

Self-Contained	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>0</b>									

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	13	0	4	2	0	0	0	0	0	15
<b>Total</b>	<b>13</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	0	0	0	0	0	0				0
Chinese	0	0	0	0	0	0				0
Russian	0	0	0	0	0	0				0
Bengali	0	0	0	0	0	0				0
Urdu	0	0	0	0	0	0				0

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
Arabic	0	0	0	0	0	0				0
Haitian Creole	0	0	0	0	0	0				0
French	0	0	0	0	0	0				0
Korean	0	0	0	0	0	0				0
Punjabi	0	0	0	0	0	0				0
Polish	0	0	0	0	0	0				0
Albanian	0	0	0	0	0	0				0
Yiddish	0	0	0	0	0	0				0
Other	0	0	0	0	0	0				0
<b>TOTAL</b>	<b>0</b>									

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Haitian Creole	0	0	0	0	0	0	0	0	0	0	0	0							0	0
French	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0							0	0
<b>TOTAL</b>	<b>0</b>																			

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both \_\_\_\_\_)      Number of third language speakers: \_\_\_\_\_

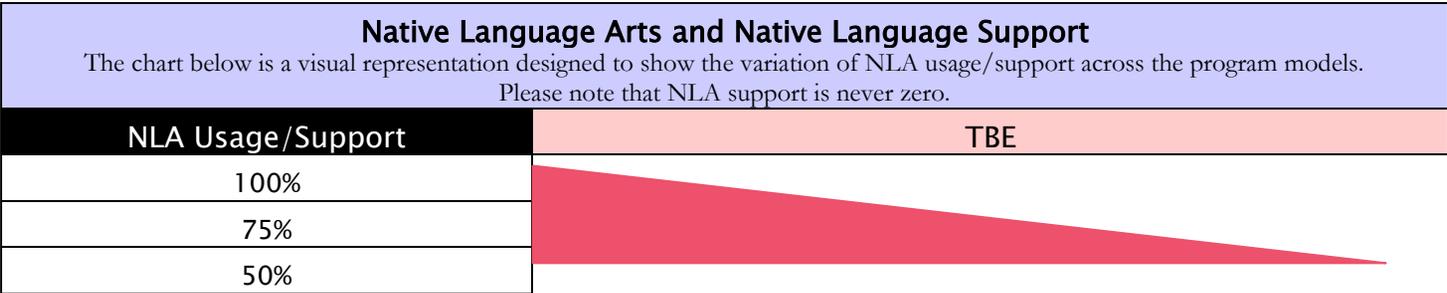
languages): ____	
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	2	4	1	5						12
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole			1							1
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other		1		1						2

Programming and Scheduling Information										
TOTAL	2	5	2	6	0	0	0	0	0	15

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K–8			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>	[Hatched pattern]		
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day





1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

## Part IV: Assessment Analysis

### A. Analysis

Enter the number test, category, and

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

### Assessment

of ELLs for each modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	1	2	0	2	0	0				5
Intermediate(I)	0	2	1	2	0	0				5
Advanced (A)	1	1	1	2	0	0				5
Total	2	5	2	6	0	0	0	0	0	15

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING / SPEAKING	B	1	3		2					
	I		2	1	2					
	A	1		1	2					
	P									
READING / WRITING	B	2	3		2					
	I		2	1	2					
	A			1	2					
	P									

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4			1		1
5			1		1
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4					1				1
5		1			1	1			3
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5		1			1				2
8									0
NYSAA Bilingual Spe Ed									0

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:

- a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Hadar Gahfi	Assistant Principal		
Natalia Roach	Parent Coordinator		
Beata Koziel	ESL Teacher		
Jeanette Martin	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
Michael Leak	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
Jeniffer Hart	Other		
Sonia Witter- Clue	Other		
<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Rev. 10/7/09

Addendum 2: SINI SQR

**Chart for SINI – 1 Schools That Completed SQR Basic Reviews in Spring, 2009**

Complete this chart for each school included in the application. Duplicate as needed.

School #/Name: 17K191 (BEDS CODE #: 331700010191) District: NYC GEOGRAPHIC CSD #17

Principal: Mrs. Elsi Capolongo Email: ECAPOLO@SCHOOLS.NYC.GOV Phone: (718) 756-1206

List all areas and criteria (ELA, Mathematics, Graduation Rate, Participation Rate) that identified the school for improvement. Include all subgroups (e.g., ELL, SWD) that did not make AYP.

1. English Language Arts- Students with Disabilities 3. \_\_\_\_\_  
 2. \_\_\_\_\_ 4. \_\_\_\_\_

Describe each planned activity and the recommendation it addresses. Indicate the cost and dates of the activity.

Activity and Recommendation Addressed	Cost	Dates of Activity
<p><b>ACTIONS BASED ON RECOMMENDATIONS FOR "COLLECTION, ANALYSIS, AND UTILIZATION OF DATA"</b></p> <ul style="list-style-type: none"> <li>Students with Disabilities are assessed weekly in spelling addressing decoding, listening, and dictation skills. Mastery is based using a general rubric according to students' individual modification.</li> <li>Students with Disabilities receive daily Word Work activities to reinforce sight word vocabulary and decoding skills through differentiation of instruction as per the Workshop Model of Balanced Literacy and Balanced Mathematics.</li> </ul>	<p>All activities are part of the regular, overall school Galaxy budget</p>	<p>September 9, 2009 – June 25, 2009</p>

- Through analysis of summative assessments in Science, Social Studies, Mathematics, and ELA and formative assessments weekly or semi- monthly teacher-generated tests, teachers, in addition to AIS providers, plan lessons to support the needs of each child. Lessons are differentiated through small group instruction and the use of hands-on learning and manipulatives to cater to students' different learning modalities.
- Students with Disabilities receive instruction and are assessed by IEP driven goals. All Special Education teachers log into ARIS at weekly and daily Inquiry Team Meetings whereby they observe, analyze, and utilize the comprehensive data provided in order to inform and drive instructional best practices. Viewing data regularly on ARIS enables teachers to group pupils by areas of need and areas of strength.

Students are guided to develop interim and long-term goals ranging from attendance and punctuality to achievement goals in literacy, social studies, science, and mathematics standardized examination results.

- Students with Disabilities are assessed quarterly using W.R.A.P. to determine independent and guided reading levels. After those levels are determined teachers, in addition to AIS providers, plan academically rigorous lessons to drive instruction and improve reading levels.
- In Early Childhood classrooms Students with Disabilities are assessed two (2) times per year using ECLAS-2 to determine comprehension, word recognition, decoding, and reading fluency.
- All formative and summative data for Students with Disabilities are collected and

analyzed monthly by using school-wide benchmark-setting "leveling sheets."

- A gap analysis of student performance in ELA and all other core content areas specific to Students with Disabilities in addition to other student subgroups are thoroughly analyzed during inquiry team meetings and faculty conferences through the use of ARIS. Inquiry team members work on brand new Dell laptops in order to access ARIS. A copy of the report is included labeled "Figure 1: Gap Analysis".
- An analysis of the State Mathematics exam has been conducted to determine the skills that require emphasis and improvement. The data can be found below as "Table 1"

**ACTIONS BASED ON RECOMMENDATIONS FOR "TEACHING AND LEARNING"**

- P.S. 191 delineates a coherent action plan based on analysis and interpretation through weekly inquiry team meetings which consist of administrators, grade leaders, Special Education Teachers and other support staff.
- P.S. 191 enhances and reinvigorates instructional strategies to support Students with Disabilities through the use of guided reading, modeled read-alouds, and modeled write-alouds from AIS providers to work on specific skills that Students with Disabilities are struggling with.
- Students with Disabilities are held to the same grade-level standards as other students and are given all supports indicated in their IEPs. These include occupation therapy, physical therapy, speech, etc.

- P.S. 191 develops specific instructional plans to meet the needs of Students with Disabilities through the use of AIS providers (Mr. L. Stoll, Mr. C. Williamson, and Ms. L. Fleming) who push into the classroom and meet once a week with the classroom teacher to plan, differentiate, and modify classroom instruction in adherence with documented mandates as per IEP pages 3, 6 and 9.
- Each child who attends P.S. 191 must complete scheduled Promotion Folder entries which focus on specific literacy and mathematics topics. Students with Disabilities are presented with actively engaging read-alouds where students can re-enact stories, nursery rhymes, and biographies of historic and recent contributors in the “Café of Celebrations” (Room 417).

Students with Disabilities are scheduled to utilize the two computer laboratories to supplement and facilitate learning.

In addition, Students with Disabilities are scheduled weekly to visit on of the three science rooms where classroom teachers and the two science cluster teachers work together to plan lessons which enable students to conduct hands-on learning experiments using manipulatives. These lessons provide Students with Disabilities with concrete and representational learning modality experiences. Safety equipment such as safety goggles and laboratory coats are used to ensure safety and encourage students to become part of a challenging learning opportunity.

- P.S. 191 ensures that Students with Disabilities participate in extended school day activities and are provided with opportunities for enrichment and support.

Some of these activities are the "Making Friends" and "Kids Project" which are provided through a grant from Kids Project Brooklyn and Staten Island.

"Making Friends" services students in Kindergarten and Grade 1 by providing a fun interactive introduction to disabilities using puppets, sign language, songs, and adaptive equipment. "Kids Project" services children for Grade 2 through 5 providing a puppet show featuring children with disabilities.

Ballet Tech is another organization that enhances Students with Disabilities kinesthetic abilities through ballet dancing.

- Liberty Learning Lab, a Supplemental Educational Services (SES) organization run by Felix Vasquez, is an after-school program where teachers work with Students with Disabilities on different computer skills and use literacy and mathematics software to enhance areas they struggle with.

For Students with Disabilities who cannot remain for the after school session (from 3:00-5:00 P.M.) for these paid services, tutors are deployed to their homes on weekday evenings to provide tutorial services.

- 37 ½ minute tutoring is available four days per week. Teachers, along with AIS providers and support staff, work with Students with Disabilities on areas that they struggle with during the regular day. These may include word study, reading strategies, etc.
- All members of the school community, including teachers of Students with Disabilities, are included in the teaching and learning initiatives and activities

daily through Grade and Inquiry Team meetings, professional development (in-house and away from school), and Liberty Learning Lab (home tutoring). More information about Liberty Learning Lab is included in the school's Comprehensive Educational Plan (CEP).

**ACTIONS BASED ON RECOMMENDATIONS FOR "SCHOOL LEADERSHIP"**

- The P.S. 191 Mission Statement and Vision Statement will now be available in more than one language through the use of the Translation and Interpretation Unit. This will service the needs of all our ESL and ELL population. The six core principles that guide the school's daily activities are displayed in each classroom in the building. During faculty conferences and professional development the staff at P.S. 191 discusses these principles and how they are used each day inside and outside the classroom. These principles are a living, dynamic document in our school.
- The proper documentation regarding appropriate placement of highly qualified teaching staff is on file in Room 124, the School Secretary's' Office.
- Data-informed instructional improvement cycle specifically addresses the learning needs of Students with Disabilities through the use of guided and independent reading levels and teacher generated monthly benchmark-setting leveling sheets.
- All class instruction is given in the least restrictive environment (LRE).
- Teachers of Students with Disabilities have access to all adult learning

opportunities through grants from the mayor, which pays for teachers' tuition if they attend an institution full or part-time in the metropolitan area, professional development (on and off-site) and discounted professional development credits online.

- Supervisors are assigned on the basis of their expertise. The school's principal, Mrs. Capolongo, has many years of experience working in inclusive classroom settings. She has been the school's principal for over 13 years managing parents, staff members and students in the school building.

Mrs. Gahfi, the school's assistant principal, has many years of experience teaching self-contained and inclusive classes in elementary schools. She now supervises all Special Education teachers and paraprofessionals as well as the Early Childhood general education teachers.

**ACTIONS BASED ON RECOMMENDATIONS FOR "INFRASTRUCTURE FOR STUDENT SUCCESS"**

- P.S. 191 will continue to schedule time for continuous professional learning and collaboration through the use of the U.F.T. mandated 37 ½ minute tutoring. In addition to the U.F.T. mandated 37 ½ minute tutoring, the Liberty Learning Lab, as per Assistant Director Felix Vasquez, will be implemented in the school to provide after-school tutoring for all children inclusive of Students with Disabilities. Through the Liberty Learning Lab, students will have access to

computers and work with software that focuses on ELA, mathematics, Social Studies, and Science to support and enhance their learning.

- The documentation of all parent meetings as well as the Title I School Parent Compact and Parental Involvement Policy will be kept on file in the following rooms: Parent Coordinator office Room 102; PTA office Room 101; and Principal's office Room 205.

**ACTIONS BASED ON RECOMMENDATIONS FOR "PROFESSIONAL DEVELOPMENT"**

- Professional development is generated according to results from formative and summative assessments as well as Inquiry Team meetings. Due to these needs, P.S.191 has submitted a tentative calendar for professional development during the months of September through December.
- P.S.191 ensures that professional development activities and multiple efforts are expended to motivate Students with Disabilities through "Lunch and Learns". Many of the school's "Lunch and Learns" address how to service Students with Disabilities. In addition, Alice Cohen, a network provider of CFN (Children's First Network) provides support to teachers dealing of Students with Disabilities and ESL students.
- Each mentor has specific logs of mentoring activities to demonstrate that mentoring is strategically regularly scheduled to support teachers in addressing the needs of all children inclusive of Students with Disabilities, for example, Ms.

Jones, a Grade 5 self-contained special education teacher, mentors Ms. Saul, a kindergarten CTT general education teacher. Ms. Saul was also mentored by Ms. Jones in the previous year for her first year as a CTT special education teacher. Attached is a copy of an agenda.

**ACTIONS BASED ON RECOMMENDATIONS FOR “FACILITIES AND RESOURCES”**

- P.S. 191 has textbooks and resource materials available in every classroom to support instruction in English and Spanish according to our students’ needs. Bilingual glossaries in Social Studies, Mathematics and Science were distributed to the students for use during classroom activities and at home.
- Library resources are available to students before, during, and after the school day. The Open Access Library period is scheduled for every class. Students have equitable access to the library and its resources.

The P.S. 191 collection of books is aligned to relevant curricula and student needs. In addition, resources are at different ability levels and are available in Spanish.

- P.S. 191 has received grants for Library science books totaling \$30,000.
- P.S. 191 ensures that the technology is used to supplement the instructional program schoolwide and designed to meet the needs of Students with Disabilities. We have two computer laboratories, one dedicated specifically to early childhood (Room 322) and another with newly installed iMacs for the upper grades (Room 419).

<ul style="list-style-type: none"><li>• The Liberty Learning Lab, which allows students access to technology, will be available in order to provide additional support services (tutoring) to meet the needs of Students with Disabilities</li></ul>		
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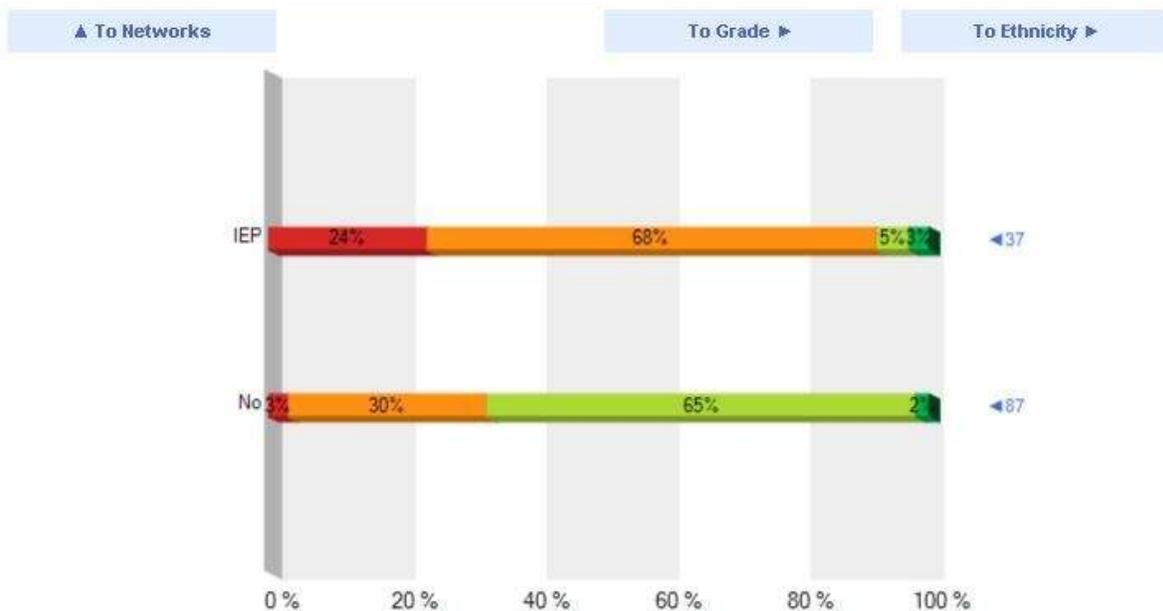
# Report 1: Comparing Populations on 3-8 ELA NY State By Custom Attribute For 17K191 - P.S. 191 Paul Robeson

Printer-Friendly?  
Yes  No

Population	Time	Measure
Networks: Children First Network 11 School: 17K191 - P.S. 191 Paul Robeson  Grade: All Grades Subject: Homeroom Course: Homeroom	<b>B: Enrollment at end of selected school year</b>  08-09 (Annual)  Current As Of: 09/05/2009	3-8 ELA NY State Overall  ◀ Total Students Assessed ■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4

**Advanced Filters:**

No Advanced Filters have been selected.



Institutions with no data are not included.

Page 1 of 1

DOE employees may access and use individual student data only for legitimate educational purposes, and are required to maintain strict confidentiality of such data.

Figure 1: Gap Analysis (from ARIS)

<b>Specific Analyses in Mathematics – Table 1 (based on Lowest 10 Items from 2009 NYS Mathematics Exam)</b>		
<b>Grade</b>	<b>Question #</b>	<b>NYSED Content Strand</b>
<b>Grade 3</b>	<b>13</b>	<b>3.A01</b> Use the symbols $<$ , $>$ , $=$ (with and without the use of a number line) to compare whole numbers and unit fractions ( $1/2, 1/3, 1/4, 1/5, 1/6$ , and $1/10$ )
	<b>20</b>	<b>3.S07</b> Read and interpret data in bar graphs and pictographs
	<b>23</b>	<b>3.N16</b> Identify odd and even numbers
	<b>24</b>	<b>3.N19</b> Develop fluency with single digit multiplication facts
	<b>9</b>	<b>3.A02</b> Describe and extend numeric (+, -) and geometric patterns
	<b>27</b>	<b>3.N18</b> Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)
	<b>29</b>	<b>3.S07</b> Read and interpret data in bar graphs and pictographs
	<b>30</b>	<b>3.A02</b> Describe and extend numeric (+, -) and geometric patterns
	<b>4</b>	<b>3.N04</b> Understand the place value structure of the base ten number system: 10 ones = 1 ten; 10 tens = 1 hundred; 10 hundreds = 1 thousand
	<b>16</b>	<b>3.N25</b> Estimate numbers up to 500
<b>Grade 4</b>	<b>26</b>	<b>4.N26</b> Round numbers less than 1,000 to the nearest tens and hundreds
	<b>27</b>	<b>4.N15</b> Select appropriate computational and operational methods to solve problems
	<b>44</b>	<b>4.M03</b> Know and understand equivalent standard units of length: 12 inches = 1 foot; 3 feet = 1 yard
	<b>20</b>	<b>3.N14</b> Explore equivalent fractions ( $1/2, 1/3, 1/4$ )
	<b>23</b>	<b>4.S06</b> Formulate conclusions and make predictions from graphs
	<b>30</b>	<b>4.M06</b> Select tools and units appropriate to the capacity being measured (milliliters and liters)
	<b>34</b>	<b>4.A01</b> Evaluate and express relationships using open sentences with one operation
	<b>29</b>	<b>4.N22</b> Interpret the meaning of remainders
	<b>35</b>	<b>4.N14</b> Use a variety of strategies to add and subtract numbers up to 10,000
<b>22</b>	<b>4.G01</b> Identify and name polygons, recognizing that their names are related to the number of sides and angles (triangle, quadrilateral, pentagon, hexagon, and octagon)	

<b>Grade 5</b>	<b>18</b>	<b>7.S04</b> Calculate the range for a given set of data
	<b>25</b>	<b>7.S12</b> Compare actual results to predicted results
	<b>33</b>	<b>6.A02</b> Use substitution to evaluate algebraic expressions (may include exponents of one, two and three)
	<b>21</b>	<b>7.S12</b> Compare actual results to predicted results
	<b>27</b>	<b>6.S11</b> Determine the number of possible outcomes for a compound event by using the fundamental counting principle and use this to determine the probabilities of events when the outcomes have equal probability
	<b>23</b>	<b>7.N12</b> Add, subtract, multiply, and divide integers
	<b>29</b>	<b>6.A03</b> Translate two-step verbal sentences into algebraic equations
	<b>10</b>	<b>7.N12</b> Add, subtract, multiply, and divide integers
	<b>22</b>	<b>7.A01</b> Translate two-step verbal expressions into algebraic expressions
	<b>32</b>	<b>6.A05</b> Solve simple proportions within context

**Addendum 3: SINI Grant Documents**

The Following Documents are monetary grants issued to the school due to SINI status. Each grant is separated by its funding amount.

**GRANT 1 (\$65,000.00):**

**Title I SINI Grant School Chart**

**Funding Period – September 1, 2009 to August 31, 2010**

Complete this chart for **each school** to be funded. Check the status of the school. Duplicate this form as needed.

**Name of School:** 17K191 (BEDS CODE #: 331700010191)

- Improvement - Basic**   
  **Improvement - Focused**   
  **Improvement - Comprehensive**  
 **Corrective Action-Focused**   
  **Corrective Action - Comprehensive**  
 **Restructuring - Focused**   
  **Restructuring - Comprehensive**  
**Year in accountability phase:**  
  **Year 1**  
  **Year 2**  
  **Advanced**

List all of the area(s) identified for school improvement. Include the subgroup, grade(s) and subject area(s).

- |   |          |
|---|----------|
| 1. <u>English Language Arts- Students with Disabilities</u> | 4. _____ |
| 2. _____  | 5. _____ |
| 3. _____  | 6. _____ |

<b>Activities to be Funded:</b> Provide a cost breakdown for each activity to be funded. Describe what it is and how it will address the school's academic issues that caused the school to be identified, including the subgroup(s) identified.	<b>Cost of Activity</b>
<p><b>1. Community Word Project</b></p> <p><b>Dates of Service:</b> October 28th, 2009 – February 24th, 2010</p> <p>The <b>Community-Word Project (CWP)</b> is a New York City based arts-in-education <b>residency</b></p>	<p><b>\$18,000.00</b></p>

organization that seeks to increase the literacy and leadership of at-risk public school youth by integrating creative expression and community-building into their classroom curricula.

This program features a parent component by which a group of parents from each of the five (5) classes photographs areas of interest from within our neighborhood as guided by a professional photographer and writer, both of whom deliver lessons to our targeted student population in our SINI area of citation.

The program will benefit our area of citation students in that it is based on a philosophy of learning that weaves young people's personal and social concerns with academic objectives. The Community-Word Project's goal is to give Special Education students at P.S. 191 the life skills and safe space that they need to become active citizens. At P.S. 191, our students will learn that their experiences and ideas are valid and, consequently, will be motivated to gain the tools necessary to express them.

The Community-Word Project Arts-In-Education **residency program** will engage pupils in self-expression through poetry to improve their reading and writing skills. The program will last for fifteen (15) weeks and will involve five (5) teachers, three (3) of whom are Special Education teachers, and their students. Each teacher selects a topic around which all of the poetry entries are centered. Special Education students will be introduced to five literary terms, these being, alliteration, anaphora, simile, personification and sensory detail. This program will build student vocabulary, introduce a wide variety of poets and poetry styles, and will make use of visual arts projects and exercises to stimulate writing.

The program culminates in the creation of a comprehensive **poetry anthology** which is reproduced in bound-book form and in the development of a **large artistic mural**.

## 2. **The SINI Tutorial Special Education After-School Program**

**Tentative Dates of Service:** November 23<sup>rd</sup>, 2009 – May 25<sup>th</sup>, 2010

**\$24,180.04**

The SINI Tutorial Special Education After-School Program will target all students with an Individualized Educational Plan (IEP) in grades three to five who performed at Levels 1 and 2 in the Spring 2009 New York State English Language Arts assessments.

Grant funds will provide for a period of fifty-two (52) sessions for teacher per session, paraprofessional per session, school aide per session and secretary per session.

Given the nature of the emotional and physiological disabilities of the students for whom this SINI Tutorial program has been developed, an experienced and senior school aide will be accessible for parent calls and services related to the providing of a snack and 'bathrooming' and hallway protocols.

The role of the school secretaries for the purposes of this SINI Tutorial program, in addition to payroll, will include the preparation of instructional materials and the distribution and collection of such.

Our cited **subgroup area-of-citation students** will engage in reading and writing activities in the core content area of English Language Arts which will require them to:

- a. Read and write to deepen critical thinking skills
- b. Read and write to make connections across ideas in texts
- c. Build sophistication in sentence structure and sentence variety
- d. Read and write non-fiction
- e. Read and write across genres
- f. Set reading and writing goals
- g. Develop research skills
- h. Read and interpret poetry; write poetry
- i. Build an understanding an application of punctuation, including commas and dialogue
- j. Organize writing into paragraphs and the use of other writing conventions
- k. Understand characters and the role of characters to enhance comprehension and writing skills.

Cost breakdown: (1 Teacher @ \$49.72/hr x 2 hrs. x 52 sessions= **\$5,170.88**) + (1 Paraprofessional @ \$36.43/hr. x 2 hrs. x 52 sessions= **\$3,788.72**) + (1 School Aide @ \$15.38/hr. 2 hrs. x 52 sessions= **\$1,599.52**) + (2 Secretaries @ \$30.64 x 2 hrs. x 52 sessions= **\$4,381.52**) + (2 Supervisors @ 51.33 x 90 hrs. = **9,239.40**) = **\$24,180.04**

3. **A.U.S.S.I.E. (Australian United States Services in Education)**

**\$4,600.00**

Focused Professional Development in English Language Arts for teachers of Special Education students will be provided by an A.U.S.S.I.E. (Australian United States Services in Education)

consultant.

A.U.S.S.I.E. is predicated on the belief that educators may need and deserve professional development that helps them implement the most effective practices in education and that provides their students with the highest quality of instruction.

A.U.S.S.I.E. will contribute to raising student achievement by providing professional development that improves instructional practices. A.U.S.S.I.E.'s approach at P.S. 191 to professional development will be based on a genuine partnership pursuing common goals.

The A.U.S.S.I.E. consultant will use the following professional texts:

- Small-Group Writing Conferences: How to Use Your Instructional Time More Effectively, by Polly Slaughter
- The Guided Reading Classroom: How to Keep ALL Students Working Constructively, by Nancy L. Witherell
- 50 Literacy Strategies: Step by Step, by Gail E. Tompkins

Special Education teachers will receive individualized professional development services in the areas of:

- Oral language
- Phonemic awareness/phonics
- Spelling
- Vocabulary
- Fluency
- Comprehension
- Writing
- Reading log
- Story retelling
- The use of graphic organizers
- Rubrics and
- Writing groups

Cost breakdown: (\$1,150 x 4 days = **\$4,600.00**)

**4. Professional Development Workshops conducted by In-House Teacher Leaders and the Administration**

**Tentative Dates of Service:** To Be Announced Pending Release of Funds

The following focused professional development workshops will provide assistance to teachers of students with disabilities in the area-of-citation (English Language Arts) working together in a collaborative-team teaching (CTT) setting, and to general education teachers and paraprofessionals serving students with an IEP. These focused professional development sessions will be conducted in seven (7) two-hour after-school sessions.

- a. Writing Goals (Part I / Session I): Writing Academic Goals
- b. Writing Goals (Part II / Session II): Writing Academic Goals
- c. Writing Goals (Part III): Writing Objectives Which Speak to the Formulated Goals
- d. Writing Goals (Part IV): Designing an Action Plan Based on the Aforementioned Academic Goals and Objectives
- e. Writing Goals (Part V): Defining and Presenting Evidence as per the Action Plan
- f. Planning for Guided Reading Lessons and for Independent Reading Groups
- g. Planning for Differentiated Instruction in the Content Area of English Language Arts

**\$10,037.80**

The role of the school secretaries for the purposes of these workshops, in addition to payroll, will include the preparation of instructional materials and the distribution and collection of such.

Cost breakdown: (4 Presenters @ \$49.72/hr. x 7 Workshops x 2 hrs. = **\$2,784.32**) + (14 attendees @ 22.64/hr. x 7 Workshops x 2 hrs. = **\$4,437.44**) + (2 Secretaries @ \$30.64 x 22.5 hrs. = **\$1,378.80**) + (2 Supervisors @ 51.33 x 14 hrs. = **1,437.24**) = **\$10,037.80**

**5. Supplies For all Programs, Professional Development sessions and the SINI Tutorial After-School program:**

- a. Toner for printers and copiers
- b. Loose-leaf paper, composition paper and student writing supplies
- c. Duplication materials
- d. Clerical supplies (such as individual student folders)
- e. Materials for teachers (such as markers, 'Ziplock' baggies and chart tablets)

**\$8,182.16**

<b>Total Grant Amount to School</b>	<b>\$65,000.00</b>

Complete Monetary Breakdown

Start Total
\$ 65,000.00

End Total
\$ -

Poetry in the Schools
\$ 18,000.00

Special Ed After School
\$ 14,940.64

# Teachers	Rate	# Paras	Rate	# Aides	Rate	Hours	Days	Weeks
1	\$ 49.72	1	\$ 36.43	1	\$ 15.38	2	2	26
\$ 5,170.88		\$ 3,788.72		\$ 1,599.52				

# Secretaries	Rate	Hours
2	\$ 30.64	71.5
\$ 4,381.52		

Other After School
\$ 1,378.80

# Secretaries	Rate	Hours
2	\$ 30.64	22.5
\$ 1,378.80		

Supplies
\$ 8,182.16

A.U.S.S.I.E.
\$ 4,600.00

Rate	Days
\$ 1,150.00	4

Workshops
\$ 7,221.76

# Workshops	Hours	# Presenters	Rate	# Attendees	Rate
7	2	4	49.72	14	22.64
		\$ 198.88		\$ 316.96	

Supervisors (All Programs)
\$ 10,676.64

# Superv.	Rate	Hours
2	\$ 51.33	104
\$ 10,676.64		

GRANT 2:

**GRANT 1 (\$30,000.00):**

**Chart for SINI – 1 Schools That Completed SQR Basic Reviews in Spring, 2009**

Complete this chart for each school included in the application. Duplicate as needed.

School #/Name: 17K191 (BEDS CODE #: 331700010191) District: NYC GEOGRAPHIC CSD #17

Principal: Mrs. Elsi Capolongo Email: ECAPOLO@SCHOOLS.NYC.GOV Phone: (718) 756-1206

List all areas and criteria (ELA, Mathematics, Graduation Rate, Participation Rate) that identified the school for improvement. Include all subgroups (e.g., ELL, SWD) that did not make AYP.

1. English Language Arts- Students with Disabilities 3. \_\_\_\_\_  
 2. \_\_\_\_\_ 4. \_\_\_\_\_

Describe each planned activity and the recommendation it addresses. Indicate the cost and dates of the activity.

Activity and Recommendation Addressed	Cost	Dates of Activity
<p><b>Start and End Dates:</b></p> <p><b>Activity #1</b></p> <p><b>Recommendations Addressed</b></p> <p><b>III: Collection, Analysis and Utilization of Data</b></p> <p><b>IV: Teaching and Learning</b></p> <p><b>VII: Professional Development</b></p> <ul style="list-style-type: none"> <li>• Twelve (12) Professional Development workshops will be provided.               <ul style="list-style-type: none"> <li>○ Three (3) workshops will be devoted to supporting teachers in the collection, analysis</li> </ul> </li> </ul>	<p>Teacher Training Rate: \$13,662.00</p> <p>Paraprofessional Overtime Rate: \$3,380.00</p> <p>Professional Development Presenter/Teacher Leaders \$1,200.00</p> <p>Supervisors: \$3,445.00</p> <p>Professional Literature and Supplies \$2,759.00</p>	<p>October 16, 2009 – June, 2010</p>

and utilization of formative and summative assessment data. The workshops will focus on multiple data sources, such as nyStart and ARIS, which will consist of formative and summative assessments. This will assist teachers in modifying instruction to address specific areas of need for the subgroup cited.

- Three (3) workshops will support teachers in the use of *item skills analysis* in English Language Arts and all other core content areas specific to Students with Disabilities in addition to other student subgroups.
- Two (2) workshops focusing on the attached gap analysis chart (Figure 1: Gap Analysis) will be used to examine and evaluate student performance in ELA and all other core content areas specific to Students with Disabilities in addition to other student subgroups. This workshop will enable teachers to develop and implement a coherent instructional action plan based on data analysis and interpretation in order to meet the adequate yearly progress (AYP) in English Language Arts.
- Two (2) workshops will be devoted to the utilization of Do-able Differentiation by Michael F. Optiz and Michael P. Ford. This will enable teachers of Students of Disabilities to efficiently and effectively implement the individual annual goals as documented on Page 6 of the Individualized Educational Program. These workshops will focus on varying groups, texts, and supports to reach readers. The development of instructional initiatives and learning strategies will reflect high expectations. The 100 Book Challenge Independent Reading Program in addition to the Pacific Reading Series on Guided Reading will be referenced and utilized during the workshops.
- One (1) workshop will be devoted to intervention strategies as a preventative measure to the Special Education evaluation process. The resource to be used is The Pre-Referral Intervention Manual (PRIM)

**Student Literature and Supplies**  
**\$4,500.00**

**Technology and Equipment**  
**\$1,056**

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**Total: \$30,000**

- One (1) workshop will address the New York City Department of Education’s Standard Operating Procedures Manual: The Referral, Evaluation, and Placement of Students with Disabilities to ensure that all New York State Education Department regulations are observed and complied with.
- Small Group Data Analysis: Workshops will be devoted to supporting teachers in the collection, analysis and utilization of data compiled on the ARIS database. Staff members will be trained to use data to develop lessons which will address specific student needs inclusive of students with disabilities.

Cost Breakdown:

<b># Teachers</b>	<b># Hours</b>	<b># Sessions</b>	<b>Rate</b>	<b>Total</b>
<b>22</b>	<b>1</b>	<b>27</b>	<b>\$ 23.00</b>	<b>\$13,662.00</b>
<b>#Supervisors</b>	<b># Hours</b>	<b># Sessions</b>	<b>Rate</b>	<b>Total</b>
<b>2</b>	<b>1.25</b>	<b>26</b>	<b>\$ 53.00</b>	<b>\$ 3,445.00</b>
<b>PD Presenter/Teacher Leaders</b>	<b># Hours</b>	<b># Sessions</b>	<b>Rate</b>	<b>Total</b>
<b>2</b>	<b>1</b>	<b>12</b>	<b>\$ 50.00</b>	<b>\$ 1,200.00</b>
<b># Paras</b>	<b># Hours</b>	<b># Sessions</b>	<b>Rate</b>	<b>Total</b>
<b>5</b>	<b>1</b>	<b>26</b>	<b>\$ 26.00</b>	<b>\$ 3,380.00</b>

**Activity #2**

**Recommendations Addressed**

**IV: Teaching and Learning**

**Uniform Grading Policy:** A Uniform Grading Policy is in use for both Early Childhood grades (Kindergarten through 2) and the Upper Grades (3 through 5).

**Activity #3**

**Recommendations Addressed**

**VII: Professional Development**

**Professional Development Calendar:** Professional development is generated according to results from formative and summative assessments as well as Inquiry Team meetings. Due to these needs, P.S. 191 has submitted a tentative calendar for professional development during the months of September through December. As needs are assessed subsequent calendars will be designed to facilitate professional development needs.

**Activity #4**

**Recommendations Addressed**

**VIII: Facilities and Resources**

**The materials below will be utilized during the Professional Development sessions:**

- Pre-Referral Intervention Manuals (PRIM) (ISBN: 978-1-878-37211-6)
- New York City Department of Education’s Standard Operating Procedures Manual: The Referral, Evaluation, and Placement of Students with Disabilities (<http://schools.nyc.gov/NR/rdonlyres/5F3A5562-563C-4870-871F-BB9156EEE60B/0/03062009SOPM.pdf>)
- Early Childhood New Teacher Resources Bundle

- Reading Mentor (Students with Disabilities will be able to immediately hear the letters, words, or sentences they've built. They can repeat the process as many times as they like which helps improve phonetic and reading skills)
- Reading Assessment & Intervention Strategies (ISBN: 9780439376532)
- Do-Able Differentiation: Varying Groups, Texts, and Supports to Reach Readers (ISBN: 978-0-325-01283-4)
- A How to Guide for Teaching English Language Learners in the Primary Classroom (ISBN: 978-0-325-00700-7)

**These materials below will be utilized in each classroom to support instruction in English Language Arts and other languages for our students with disabilities. Sets will be ordered for each classroom which services our children with disabilities.**

- Character Education Readers (\$550)
- Buddy Reading for students with disabilities (\$220)
- Behavior Paperback Series (\$410)
- Emotions Series (\$465)
- ESL Teacher Activities Kit (\$27)
- Spanish Alphabet Line (\$93)
- Nasco Reading Comprehension (\$80)
- 30" x 55" United States of America Maps (\$405)
- Dramatic Play: Community Helper Career Dress-ups (\$1000)
- Four-Blocks for Second Grade (\$620)
- Four-Blocks for Third Grade (\$630)

Cost Breakdown

	#	Cost	Total
Pre-Referral Intervention Manuals (PRIM)	22	\$ 40.00	\$ 880.00
New York City Department of Education's Standard Operating Procedures Manual: The Referral, Evaluation, and Placement of Students with Disabilities	22	Available online: cost applied to duplication	\$ 20.35
Early Childhood New Teacher Resources Bundle	2	\$ 109.45	\$ 218.90
Reading Mentor (Students with Disabilities will be able to immediately hear the letters, words, or sentences they've built. They can repeat the process as many times as they like which helps improve phonetic and reading skills)	1	\$ 415.75	\$ 415.75
Reading Assessment & Intervention Strategies	12	\$ 26.00	\$ 312.00
Do-Able Differentiation: Varying Groups, Texts, and Supports to Reach Readers	22	\$ 21.00	\$ 462.00
A How to Guide for Teaching English Language Learners in the Primary Classroom	15	\$ 30.00	\$ 450.00
Total			\$ 2759.00

**Activity #5**

**Recommendations Addressed**

**IIX: Facilities and Resources**

**Technology and Equipment:** Existing technology, in addition to, new technology specifically designed to meet the needs of Students with Disabilities will be utilized and integrated into the delivery of instruction.

Cost Breakdown:

**5 – Classroom packs (12 units) Califone Stereo Headsets @ \$199.99 = \$999.95**

**7 - Audio Splitters @ \$7.99 = 55.93**

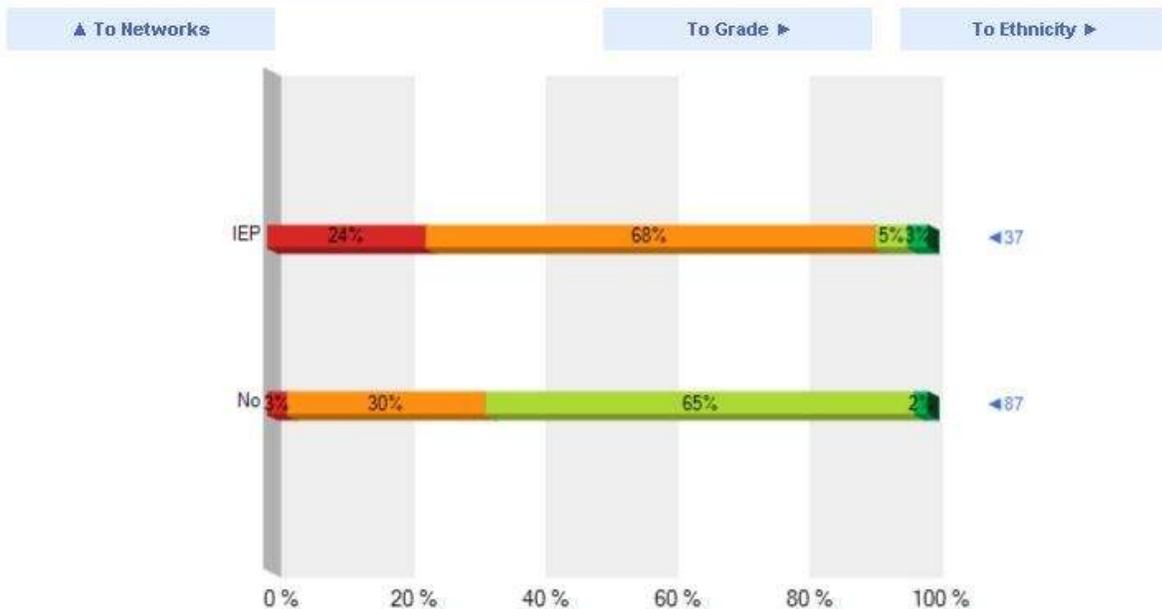


# Report 1: Comparing Populations on 3-8 ELA NY State By Custom Attribute For 17K191 - P.S. 191 Paul Robeson

Printer-Friendly?  
Yes  No

Population	Time	Measure
Networks: Children First Network 11 School: 17K191 - P.S. 191 Paul Robeson  Grade: All Grades Subject: Homeroom Course: Homeroom	<b>B: Enrollment at end of selected school year</b>  08-09 (Annual)  Current As Of: 09/05/2009	3-8 ELA NY State Overall  ◀ Total Students Assessed ■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4

**Advanced Filters:**  
No Advanced Filters have been selected.



Institutions with no data are not included.

Page 1 of 1

DOE employees may access and use individual student data only for legitimate educational purposes, and are required to maintain strict confidentiality of such data.

Figure 2: Gap Analysis (from ARIS)

**Specific Analyses in Mathematics – Table 1  
(based on Lowest 10 Items from 2009 NYS Mathematics Exam)**

<b>Grade</b>	<b>Question #</b>	<b>NYSED Content Strand</b>
<b>Grade 3</b>	<b>13</b>	<b>3.A01</b> Use the symbols $<$ , $>$ , $=$ (with and without the use of a number line) to compare whole numbers and unit fractions ( $1/2, 1/3, 1/4, 1/5, 1/6$ , and $1/10$ )
	<b>20</b>	<b>3.S07</b> Read and interpret data in bar graphs and pictographs
	<b>23</b>	<b>3.N16</b> Identify odd and even numbers
	<b>24</b>	<b>3.N19</b> Develop fluency with single digit multiplication facts
	<b>9</b>	<b>3.A02</b> Describe and extend numeric (+, -) and geometric patterns
	<b>27</b>	<b>3.N18</b> Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)
	<b>29</b>	<b>3.S07</b> Read and interpret data in bar graphs and pictographs
	<b>30</b>	<b>3.A02</b> Describe and extend numeric (+, -) and geometric patterns
	<b>4</b>	<b>3.N04</b> Understand the place value structure of the base ten number system: 10 ones = 1 ten; 10 tens = 1 hundred; 10 hundreds = 1 thousand
	<b>16</b>	<b>3.N25</b> Estimate numbers up to 500
<b>Grade 4</b>	<b>26</b>	<b>4.N26</b> Round numbers less than 1,000 to the nearest tens and hundreds
	<b>27</b>	<b>4.N15</b> Select appropriate computational and operational methods to solve problems
	<b>44</b>	<b>4.M03</b> Know and understand equivalent standard units of length: 12 inches = 1 foot; 3 feet = 1 yard
	<b>20</b>	<b>3.N14</b> Explore equivalent fractions ( $1/2, 1/3, 1/4$ )
	<b>23</b>	<b>4.S06</b> Formulate conclusions and make predictions from graphs
	<b>30</b>	<b>4.M06</b> Select tools and units appropriate to the capacity being measured (milliliters and liters)
	<b>34</b>	<b>4.A01</b> Evaluate and express relationships using open sentences with one operation
	<b>29</b>	<b>4.N22</b> Interpret the meaning of remainders
	<b>35</b>	<b>4.N14</b> Use a variety of strategies to add and subtract numbers up to 10,000

	<b>22</b>	<b>4.G01</b> Identify and name polygons, recognizing that their names are related to the number of sides and angles (triangle, quadrilateral, pentagon, hexagon, and octagon)
<b>Grade 5</b>	<b>18</b>	<b>7.S04</b> Calculate the range for a given set of data
	<b>25</b>	<b>7.S12</b> Compare actual results to predicted results
	<b>33</b>	<b>6.A02</b> Use substitution to evaluate algebraic expressions (may include exponents of one, two and three)
	<b>21</b>	<b>7.S12</b> Compare actual results to predicted results
	<b>27</b>	<b>6.S11</b> Determine the number of possible outcomes for a compound event by using the fundamental counting principle and use this to determine the probabilities of events when the outcomes have equal probability
	<b>23</b>	<b>7.N12</b> Add, subtract, multiply, and divide integers
	<b>29</b>	<b>6.A03</b> Translate two-step verbal sentences into algebraic equations
	<b>10</b>	<b>7.N12</b> Add, subtract, multiply, and divide integers
	<b>22</b>	<b>7.A01</b> Translate two-step verbal expressions into algebraic expressions
	<b>32</b>	<b>6.A05</b> Solve simple proportions within context

Addendum 4: Parent Involvement Policy

# School Parent Involvement Policy

## 2009-2010

### **PART I.**

#### **GENERAL EXPECTATIONS**

P. S. 191 agrees to implement the following statutory requirements:

- The school will work to ensure that the required school level parental involvement policies meet the requirements of Title I funding.
- The school will notify parents of the policy in an understandable format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- The school will involve the parents of children served in Title I schools in decisions about how the 1 percent of Title I funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- A. That parents play an integral role in assisting their child's learning;
- B. That parents are encouraged to be actively involved in their child's education at school;

- C. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- D. The carrying out of other activities as necessary

## **PART II.**

### **DESCRIPTION OF HOW P.S. 191 WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. P.S. 191 will take the following actions to involve parents in the joint development of its school parental involvement plan:
  - School Leadership Team Meetings
  - Parent Teacher Association Meetings
  - Parent Coordinator Workshops
  - Title I Parent Workshops
  
2. P.S. 191 will take the following actions to involve parents in the process of school review and improvement:
  - School Leadership Team Meetings
  - Parent Teacher Association Meetings
  - Parent Coordinator-Parent Workshops
  - Parent Teacher Association Executive Board Meetings
  
3. P.S. 191 will hold meetings to inform parents of the school's participation in Title I programs, and to explain the Title I requirements and the right of parents to be involved in Title I programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meeting, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I programs to this meeting, and will encourage them to attend, by:
  - Title I Parent Workshop-September 2009
  - Title I Parent Workshop-February 2010
  - Monthly School Leadership Team Meetings
  
4. P.S. 191 will provide parents of participating children information in a timely manner about Title I programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:
  - School Leadership Team Meetings
  - Parent Teacher Association Meetings
  - Parent Coordinator Workshops
  - Title I Parent Workshops
  - Academic Intervention Services Notification Letter
  - Academic Intervention Services Progress Letter
  - Parent-Teacher Conferences

5. P.S. 191 will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as possible by:
  - Scheduling meetings as they become necessary
6. P.S. 191 will provide each parent and individual student with a report explaining the performance of their child on the State assessments and In-house testing in mathematics, English language arts, science, and social studies by:
  - Distribution of Report Cards
  - Princeton Review Report Distribution
  - Grow Report Data Distribution, if applicable
  - State assessment Information Distribution
  - Monthly Teacher Feedback
7. P.S. 191 will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph:
  - New York State's academic content standards;
  - New York State's student academic achievement standards;
  - New York State and local academic assessments including alternate assessments;
  - How to monitor their child's progress by utilizing the ARIS system
  - How to work with educators

P.S. 191 will provide parents with Title I workshops to explain New York State's Academic Standards and Student Academic Achievement Standards; Parent-Teacher Conferences; Parent Coordinator Workshop/Meetings; Workshops to explain services their children are receiving; how to monitor their child's progress and how to work in cooperation with their child's teacher and the school community.

8. P.S. 191 will provide materials and training to help parents work with their children to improve student academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement by:
  - Providing hands-on workshops in technology, literacy and mathematics
9. P.S. 191 will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities are sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parent can understand:

- Mailings and flyers – translated version in home language
- Monthly Parent Calendar – translated version in home language

**PART III.**

**SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy and mathematics training for parents which will assist them in helping their children improve their academic achievement;
- Arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their child's education;
- Adopting and implementing model approaches to improving parental involvement;
- Continuing the School Parent Advisory Council which provides advice on all matter related to parental involvement developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

**PART IV.**

**ADOPTION**

P.S. 191's School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I.

This policy was adopted by P.S. 191 on June 15, 2009 and will be in effect for the period of school year 2009-2010. The school will distribute this policy to all parents of participating Title I children on or before October 15, 2009.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

## Addendum 5: School Quality Review Basic Model Report

### New York State Education Department Chapter 57 School Quality Review Basic Model Report

#### District 17, PS 191

#### I. INTRODUCTION AND OVERVIEW

In 2008-2009, PS 191/ Paul Robeson School in District 17 was identified as a School in Need of Improvement-Year 1 (SINI-1) for English Language Arts. The Students with Disabilities (SWD) student subgroup was identified for not making Adequate Yearly Progress (AYP).

#### II. MISSION STATEMENT

The school's mission statement is as follows:

The mission of the P.S. 191 Paul Robeson Elementary School is to collaborate with caregivers to support all of our students, **inclusive of students with special needs and English Language Learners**. We believe all students will achieve excellence when given opportunities to successfully meet the standards and become productive citizens of the 21<sup>st</sup> century.

#### III. COLLECTION, ANALYSIS, AND UTILIZATION OF DATA

##### FINDINGS:

- There is evidence of the collection of summative assessment data and the use of item skills analysis to address the needs of students in English Language Arts and Mathematics. However, there is limited evidence of data collection, analysis, and interpretation specific to subgroups, particularly Students with Disabilities.
- There is limited evidence that a gap analysis has been conducted for student groups, specifically Students with Disabilities, in English Language Arts or any core content area.
- There is evidence of the use of summative assessment data; however, there are few formative assessments used in determining student progress, specific to meeting the needs of Students with Disabilities.

##### RECOMMENDATIONS:

- Perform a thorough data analysis specific to Students with Disabilities in English Language Arts to address the subgroup and content area for which the school was cited. Utilize multiple data sources, both formative and summative, to gather information about student performance and modify instruction to address areas of weakness.

- Conduct a comprehensive gap analysis of student performance in English Language Arts and core content areas specific to Students with Disabilities as well other student subgroups.
- Utilize clearly defined formative assessments and plan standards-based, differentiated instruction to address the diverse learning needs of all students, but specifically Students with Disabilities.

#### **IV. TEACHING AND LEARNING**

##### **FINDINGS:**

- There is evidence of the school having a general instructional roadmap including instructional plans, pacing calendars, and units of study for English Language Arts and Mathematics school-wide. However, there is no clearly articulated plan addressing the needs of Students with Disabilities in English Language Arts.
- There is some evidence that the school is implementing scientifically-based/evidence-based instructional strategies to support instruction in English Language Arts.
- There is limited evidence regarding Academic Intervention Plans and content specific units of study that address the learning needs of Students with Disabilities.
- There is evidence that the Core Curriculum, assessment, and instruction are aligned with the New York State Learning Standards; however, there is no particular attention directed to the needs of Students with Disabilities, specifically in the area of English Language Arts.
- There is little evidence to indicate the strategies and instructional initiatives that are being implemented reflect high expectations and access to challenging learning opportunities for Students with Disabilities.
- There is evidence that the school distributes the NYC Chancellor’s Regulations for the citywide Discipline Code, as well as a school-wide code of conduct developed by the school, to the students and parents reflecting consistent expectations.
- There is evidence that the school has appropriate extended school day/year activities; however, it is not clear how Students with Disabilities are included.
- There is evidence of the use of rubrics; however, there is limited evidence of a school-wide grading policy.
- There is evidence that the school’s faculty is given the opportunity to participate in teaching and learning initiatives and activities in collaborative teams.

##### **RECOMMENDATIONS:**

- Delineate a coherent instructional action plan based on data analysis and interpretation that consists of strategies aligned with New York State Learning Standards, specific to the needs of Students with Disabilities.
- Enhance and re-invigorate instructional strategies to support Students with Disabilities in order to meet the benchmark for adequate yearly progress (AYP) in English Language Arts.

- Ensure the SWDs are held to the same grade-level standards as other students, and are given all supports indicated in their IEPs.
- Develop specific instructional plans to meet the needs of Students with Disabilities and clearly delineate the methodologies and strategies for Academic Intervention Services (AIS) in English Language Arts to address the needs of Students with Disabilities.
- Ensure that the instructional initiatives and learning strategies utilized reflect high expectations and access to challenging learning opportunities for all, and for Students with Disabilities in particular.
- Ensure that Students with Disabilities are included in the extended school day/year activities and provided with opportunities for enrichment and support.
- Develop a consistent school-wide grading policy delineating clear expectations across all grades and content areas.
- Ensure that all members of the school community, including teachers of Students with Disabilities, are included in the teaching and learning initiatives and activities, specifically enrichment initiatives (e.g., CASA).

## **V. SCHOOL LEADERSHIP**

### **FINDINGS:**

- The school's mission and vision statements are posted on the school's NYC DOE website, as well as in the school community, and reflect a shared responsibility for student success and a belief in and commitment to high standards for all students, with specific emphasis on Students with Disabilities. However, the school should review both statements to ensure that they are available in more than one language and reflect the six core principles to guide the school's daily activities as living, dynamic documents.
- There is evidence that the principal's letter regarding the NCLB SINI-1 parental notification requirements is met. A letter was signed May 14, 2009 and included as documentation.
- There is no evidence of the principal's attestation letter regarding highly qualified teachers, documentation of percentage of highly qualified teachers, or Basic Educational Data System (BEDS) data.
- There is evidence of a data-informed instructional improvement cycle; however, it is not specific in addressing the needs of Students with Disabilities.
- There is evidence of professional development logs and goals and objectives delineated for adult learning.
- It is commendable that the school gives the incentive for teachers and students to develop goals that are specific to their teaching/learning needs.
- There is evidence of cabinet, departmental meetings, and formal observations of lessons; however, there is little evidence provided regarding the extent to which supervision of the various content areas is assigned on the basis of expertise.

### **RECOMMENDATIONS:**

- Review both the mission and vision statements to ensure that they are available in more than one language and reflect the six core principles to guide the school's daily activities as living, dynamic documents.
- Ensure that the proper documentation regarding appropriate placement of highly qualified teaching staff (e.g., principal's attestation letter, BEDS data, and documentation of the percentage of highly qualified teachers) is on file.

- Ensure that the data-informed instructional improvement cycle specifically addresses the learning needs of Students with Disabilities.
- Ensure that teachers of Students with Disabilities have access to all adult learning opportunities.
- Ensure that supervisors are assigned on the basis of expertise, specifically in the area of identification and for the subgroup identified.

## **VI. INFRASTRUCTURE FOR STUDENT SUCCESS**

### **FINDINGS:**

- There is evidence of appropriate community resources and community based partnerships in place to address the needs of students and their families.
- School schedules and teachers' programs provide evidence of extended day support for tutoring; however, it is not clear how Students with Disabilities are provided with additional support and have equity and access to enrichment initiatives.
- The school has two assistant principals assigned to support the instructional program.
- There is no specific evidence of how Students with Disabilities have access to enrichment programs or pathways to selective, high performing middle schools.
- There is no clear evidence that the school has sufficient technological resources to provide for student learning needs and specifically for Students with Disabilities.
- There is evidence that the school has reached out to community based organizations to provide support; however, the specific support is not clearly articulated for Students with Disabilities.
- There is evidence of a Parent Involvement Policy (PIP); however, the Title I School-Parent Compact was not included. The school did include minutes and logs of Parent/Teacher Association meetings, but no documentation was included to indicate how parents have access to information regarding their children's progress, specifically for Students with Disabilities.

### **RECOMMENDATIONS:**

- Assess the partnerships with community based organizations to ensure that the diverse needs of students, specifically Students with Disabilities, and their families are addressed.
- Schedule time for continuous professional learning and collaboration, and provide ample opportunities before, during and after the school day to support tutoring and individual student learning, specifically for Students with Disabilities.
- Ensure that Students with Disabilities are included in the myriad programs and instructional initiatives to ensure equity and access for this population.
- Ensure that documentation of all parent meetings as well as the Title I School Parent Compact and Parent Involvement Policy are kept on file.

## **VII. PROFESSIONAL DEVELOPMENT**

**FINDINGS:**

- There is evidence of professional development activities that include interclass inter-visitations, common planning opportunities for teachers, and workshops in core content areas; however, there is no specific reference to how the needs of Students with Disabilities are met through the professional development activities.
- There is evidence of a culture of shared professional internal accountability as demonstrated by the documentation of a monthly professional development calendar delineating the adult learning opportunities afforded staff members.
- Although there is evidence that the school utilizes professional development activities and diverse efforts to motivate general education students toward higher standards, this is not as evident for Students with Disabilities.
- There is limited evidence documenting how mentoring is strategically and regularly scheduled to address the effective delivery of instruction, and specific to the needs of new teachers working with students who are “at-risk.”

**RECOMMENDATIONS:**

- Develop a professional development calendar that spans the entire school year to capture and organize the myriad professional development initiatives and prioritize instructional areas specific to meet the needs of Students with Disabilities.
- Ensure that professional development activities and multiple efforts are expended to motivate students towards higher standards and continuous improvement, specifically Students with Disabilities.
- Maintain clear and specific logs of mentoring activities to demonstrate that mentoring is strategically and regularly scheduled to address the effective delivery of instruction and to support teachers in addressing students who are performing below state standards.

**VIII. FACILITIES AND RESOURCES****FINDINGS:**

- There is evidence of textbooks and resource materials available to support instruction in English and other languages.
- The school indicates that there are sufficient numbers of working computers for students and staff, Digital projectors, SMART Boards, and other technological resources to support instruction.
- It is evident that access to the Library/Media Center is available to the school community during the regular school day; however, it is not clear if students have access to the library beyond the regular school day. The school indicates that they have a Library/Media Center with adequate resources including computers, internet access, and books.
- There is evidence of a School Safety Plan. The school indicates that all classrooms are regularly cleaned and monitored by school officials and maintenance staff. Pictures were submitted to demonstrate how student work is displayed throughout the school building.

**RECOMMENDATIONS:**

- Ensure that textbooks and resource materials are available to support instruction in English and other languages, and meet the needs of Students with Disabilities.
- Ensure that library resources are available to students before, during, and after the school day.

- Ensure that available technology is used to supplement the instructional program school wide and designed to meet the needs of Students with Disabilities.

## **CONCLUDING STATEMENT**

### **BASIC MODEL PAPER REVIEW:**

The administration and staff are to be commended for the efforts expended in completing the SQR Quality Indicators document and for the submission of the Comprehensive Educational Plan (CEP) and other relevant background information which assisted the Team with its review.

The Basic Model Paper Review Report serves to reflect back to you through another “set of eyes” what you may already know about teaching and learning in your school.

As your school staff returns to its teaching and learning activities and school improvement efforts, it is expected that you will carefully review the Basic Model Review Report and use the findings and recommendations as a basis for discussion and planning and for the development of the CEP for SY 2009-2010.