



P.S. 191 PAUL ROBESON

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

(AS OF JANUARY, 2011)

SCHOOL: P.S. 191 PAUL ROBESON
ADDRESS: 1600 PARK PLACE, BROOKLYN, NY, 11233
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 NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

NETWORK LEADER: ALTAGRACIA SANTANA

SUPERINTENDENT: RHONDA HURDLE-TAYLOR

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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	
Dawn Cooper-Kemp	UFT Member	
Chanelle Campbell	UFT Chapter Leader	
Hadar Gahfi	Admin/CSA	
Michael Leak	UFT Member	
Sonia Witter-Clue	DC 37 Representative	
Rosa Velez	Parent	
Xiomara Butler	Parent	
Jeanette Martin	Parent	
Debra Lawrence	Parent	
Marvin V. Wheeler III	Parent	
Christopher Lawrence	Parent	

* 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 June, 2010 is **261** students. All of the data below reflects the June 18, 2010 New York City Department of Education data snapshot unless noted otherwise.

For the 2010-2011 academic year, the school will consist of 1 Universal Pre-Kindergarten class, 7 General Education classes, two (2) **Integrated Co-Teaching Services** classes and two (2) self-contained Special Education classes. There will be 1 SETSS program. There will be an English Language Learners program for students who will receive E.S.L. services. Currently, there are a total number of **41** students with IEPs. The student enrollment of our school is **84.3%** African-American, **14.2%** Hispanic, **.8%** White and, **.8% of other ethnic backgrounds**. **Over 90 %** of our student population is eligible for Free Lunch. We anticipate having **21** teachers on staff, of which **100%** are fully licensed and permanently assigned to the school.

81.8% 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:

- **The Celebrated Child Initiative:** Students & Staff are paired together to allow students and adults to dialogue and help students achieve and adjust academically, socially and emotionally.
- **The 100 Book Challenge Independent Reading Program** with benchmark incentives
- **The Teacher Literacy Resource Room:** 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.
- **Full-time Dance Cluster:** All students, Pre-K through 5, will receive dance instruction weekly in a newly constructed dance studio funded through a grant awarded by The Leonore Annenberg School Fund for Children.
- **Project Arts: Ballet and Advanced Ballet** as per the \$100,000.00 The Leonore Annenberg School Fund for Children Grant.
- **Children First Network (CFN) 410 Professional Development Services:** Two (2) assigned staff developers.
- **The Making Meaning Reading Comprehension Program**
- **Mighty Milers:** a school and community-based program that teaches youth the healthy habit of running and/or walking for physical fitness and well being.
- **Brooklyn Arts Council: Cultural after School Adventures (CASA):** (Pending Funding)
- **My Own Books Program: Barnes and Noble \$50 Gift Certificates for Third Graders**

- **American Place Theatre's Literature For Life:** The American Place Theatre's Literacy for Life is a performance-based literacy program that presents verbatim adaptations of significant American literary works such as "The Giver" by Lois Lowry and "The Secret Life of Bees" by Sue Monk Kidd.
- **Puppetry in Practice:** (Pending Funding)
- **Liberty Learning Lab SES Technology-Based After-School Program**
- **Literacy Circles:** Students who are functioning academically in Levels 3 and 4 receive English Language Arts enrichment 3 days per week for 90 minutes.

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, social and emotional development, and all four core content areas.

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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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

DEMOGRAPHICS									
Grades Served:	<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			
Enrollment:				Attendance: - % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	17	17	17		88.6	89.9	90.3		
Kindergarten	40	38	42						
Grade 1	64	48	46	Student Stability: - % of Enrollment					
Grade 2	60	56	33	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	44	44	44		87.2	88.7	79.8		
Grade 4	53	37	41						
Grade 5	46	53	31	Poverty Rate: - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		84.8	92.5	93.1		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0		2007-08	2008-09	2009-10		
Grade 11	0	0	0		17	43	41		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: - Total Number					
Total	324	293	254	(As of October 31)	2007-08	2008-09	2009-10		
					3	2	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		

# in Self-Contained Classes	31	34	28	Principal Suspensions	27	0	5
# in Collaborative Team Teaching (CTT) Classes	16	8	11	Superintendent Suspensions	9	4	2
Number all others	6	10	8				
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	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	19	11	14	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	0	0	3	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	29	28	26
				Number of Administrators and Other Professionals	10	11	6
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	1	1	1
(As of October 31)	2007-08	2008-09	2009-10				
	0	0					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.3	0.4	Percent more than two years teaching in this school	62.1	60.7	80.8
Black or African American	81.8	79.2	83.5	Percent more than five years teaching anywhere	44.8	50.0	61.5
Hispanic or Latino	16.4	16.0	14.2	Percent Masters Degree or higher	90.0	86.0	84.6
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.7	0.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.1	97.2	96.8
White	1.5	3.4	0.8				
Multi-racial	-	-	-				
Male	50.3	47.1	51.2				
Female	49.7	52.9	48.8				

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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<input type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	Improvement Year 1						
<input checked="" type="checkbox"/>	Improvement Year 2						
<input type="checkbox"/>	Corrective Action (CA) - Year 1						
<input type="checkbox"/>	Corrective Action (CA) - Year 2						
<input type="checkbox"/>	Restructuring Year 1						
<input type="checkbox"/>	Restructuring Year 2						
<input type="checkbox"/>	Restructuring Advanced						
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Ethnicity							
American Indian or Alaska Native							
Black or African American	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander		-					
White	-	-					
Multiracial							
Students with Disabilities	X	<input checked="" type="checkbox"/>	-				
Limited English Proficient	-	-					
Economically Disadvantaged	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Student groups making AYP	3	4	1				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

in each subject

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CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	NR
Overall Score	66.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	14.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	36.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	
<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
√ ^{SH}	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	⊃	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i> * = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12. ** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf			

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/Teacher 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 your 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?

As a School in Need of Improvement – Year 2, the following steps were taken:

A review of reading achievement data of the 2008-2009 and 2009-2010 academic years indicate that the percentage of students with IEP's who did not meet promotional criteria based upon standardized test score in grades 3, 4, and 5 in Level I increased. Disaggregated results on the citywide ELA test over the past 2 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 meeting promotional criteria on standardized tests at a higher percentage than children with IEP's.

An analysis of scale scores from 2008-2009 and 2009-2010 reveals an increase in performance across 3rd, 4th, and 5th in literacy and in 3rd and 5th grade in mathematics in spite of the recalibration of Performance Levels I, II, III and IV. The 2009-2010 State Education Department School Report Card indicates Adequately Yearly Progress (AYP) targets were met for all students in literacy, mathematics and science.

These specific skills will be addressed in the following grades based on item analyses from Fall Interim Assessment data:

	Grade 3	Grade 4	Grade 5
ELA	<ul style="list-style-type: none"> • Making predictions, drawing conclusions, & making inferences • Read unfamiliar texts to collect data, facts & ideas • Knowledge of story structure • Use of graphic organizers to record events 	<ul style="list-style-type: none"> • Evaluate the content by identifying important and unimportant details 	<ul style="list-style-type: none"> • Identifying genres & literary elements (setting, plot, etc.) require the most attention.

Math	<ul style="list-style-type: none"> • Strategies of adding & subtracting 3-digit numbers • Using a ruler to measure to the nearest standard unit (whole & $\frac{1}{2}$ inches, whole feet, & whole yards) 	<ul style="list-style-type: none"> • Calculate elapsed time in hours and $\frac{1}{2}$ hours, not crossing A.M. or P.M. 	<ul style="list-style-type: none"> • Calculate the mean of a given set of data and use to describe a set of data • Classify quadrilaterals by properties of their angles and sides
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Continued 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.

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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> <u>Goal #1</u> For English Language Arts for Grades K-2 inclusive of the Students with Disabilities and ELL sub-groups.	<input type="checkbox"/> By June 2011 , student achievement in English Language Arts in Grades K through 2 will increase as evidenced by E-CLAS 2 results within each of the eight levels within individual competencies.
<input type="checkbox"/> <u>Goal #2</u> For English Language Arts for Grades 3 through 5 inclusive of the Students with Disabilities and ELL sub-groups.	<input type="checkbox"/> By June 2011 , student achievement in English Language Arts in Grades 3, 4 and 5 will increase as measured by city-wide and state assessment scale scores.
<u>Goal #3</u> For Mathematics for Grades 3-5 inclusive of the Students with Disabilities and ELL sub-groups.	By June 2011 , student achievement in Mathematics in Grades 3, 4 and 5 will increase as measured by city-wide and state assessment scale scores.
<u>Goal #4</u> Science in Grade 4 inclusive of the Students with Disabilities and ELL sub-groups.	<input type="checkbox"/> By June 2011 , student achievement in Science in Grade 4 will increase as measured by state assessment scale scores and a decrease in Level I performance.

Goal #5

Instructional Technology:

By June 2011, all students will have increased proficiency in the integration of technology throughout the curriculum.

By June 2011, all students will receive instruction in the use of technology throughout the four core content area within the two computer laboratories.

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 2010-11 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, PLA, 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 – Grade
K-2

<p>Annual Goal #1 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> For English Language Arts for Grades K-2 inclusive of the Students with Disabilities sub-group:</p> <p>By June 2011, student achievement in English Language Arts in Grades K through 2 will improve by 5% points.</p>
<p>Action Plan <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"> • 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, Wilson Foundations Program, Voyager Passport Program, Guided Reading, Making Meaning and 100 Book Challenge. The instructional focus will be on word study, (phonics, word families, etc.), comprehension and writing skills that result in documented progress. • Classroom teachers/paraprofessionals/foster grandparents/literacy specialist/science/literacy personnel • Implementation: September 2010 • Responsible Staff: Principal, Assistant Principals, Classroom teachers/paraprofessionals/foster grandparents/literacy specialist/science/literacy personnel
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Daily 120 minutes-Grades K through 2 • Wilson Foundations Program/25 minutes • Voyager Passport Program-37 ½ minutes tutorial program • Making Meaning/20 minutes • TL • Title I • Contract For Excellence SINI Funds

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Grades 3 and 5 small group instruction- daily/-45 minutes • Making Meaning/ daily/20 minutes • Voyager Passport/Grade 3/ 37 ½ minutes • Orbit/Pacific Learning -Guided Reading/2x's per week • The 100 Book Challenge -Independent Reading/daily/20 minutes • TL • Title I • Contract For Excellence SINI Funds • Private Grant (Literacy Through Dance)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>In-House Testing/monthly Teacher Generated Examinations/bi-monthly Acuity /Predictive 3x's per year/ ITA/3x's per year</p> <p>WRAP(Writing and Reading Assessment Program)- 3 times per year</p>

Mathematics – Grades K-5

<p>Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> For Mathematics for Grades K-5 inclusive of the Students with Disabilities sub-group:</p> <p>By June 2011, student achievement in Mathematics in Grades K through 5 will improve by 3%.</p>
<p>Action Plan <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>1)Daily 75 minute Math Block which includes:</p> <ul style="list-style-type: none"> • 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 <p>2) Entire grade will meet for test simulation practice in mathematics. Different skills will be addressed daily using the New York State Mathematics Standards.</p> <p>Implementation: September 2010 Responsible Staff: Principal, Assistant Principals, Classroom teachers/paraprofessionals/foster</p>

	grandparents/mathematics personnel
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<ul style="list-style-type: none"> • Daily 75 minute Mathematics Block-Grades 3 and 5 • Grades 3 and 5-small group instruction-daily/45 minutes • TL • Title I • Contract For Excellence • SINI Funds • Private Grant (Mathematics Through Dance)
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • In-House Testing • Monthly Teacher Generated Examinations/bi-monthly • Everyday Mathematics Unit Tests/Weekly

Science in Grade 4:

Annual Goal #4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Science in Grade 4: By June 2011 , student achievement in Science in Grade 4 will improve by 3% .
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • Science Review – warm ups, Experiment of the Day • Science Writing – Journals and responses • Development Lessons • Extra Practice/Enrichment/Skills Practice/Test Prep • Application of Concept Independent or Group Work
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in</i>	<ul style="list-style-type: none"> • TL • Title I • Contract For Excellence • SINI Funds • Private Grant (Science Through Dance)

<i>this action plan.</i>	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	In-House Testing/monthly Teacher Generated Examinations/bi-monthly Science Projects Class Trips Science Experiments

Subject Area
(where relevant) :

Instructional Technology

Annual Goal #5 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Student Support Services: By June 2011 , all students will have increased proficiency in the integration of technology throughout the curriculum.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • Keyboarding instruction • Internet use for research • Use of Productivity Software (i.e.: MS Office, PowerPoint, Excel, etc.) • Usage of mobile devices (i.e.: iPod Touch, etc.) • SMARTBoard use <p>Implementation: September 2010</p> <p>Responsible Staff: Principal, Assistant Principals, Cluster Teacher, Classroom teachers/paraprofessionals/foster grandparents/mathematics personnel</p>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<ul style="list-style-type: none"> • TL • Title I • Contract For Excellence • SINI Funds • Private Grant (Technology Through Dance)

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Monthly interactive projects or presentations directly related to current work in the classroom
- Webquests

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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, CORRECTIVE ACTION, OR RESTRUCTURING

APPENDIX 7: 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)	Description: Provide a brief description of each 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.).
ELA:	<ul style="list-style-type: none"> • Voyager Passport -Grades K-3, 4 times per week, 37 ½ minutes before school, small group; • Literacy Initiatives- Grades 3-5, 4 times per week, 45 minutes per day, class group; • Push-In Guided Reading Small Groups -Grades K-5, school-wide 5 times per week, during the school day; • Pull-Out At-Risk Small Group Literacy -Grades K-5, 5 times per week, during the school day. P.S. 191 After-School Program- 2 times per week, 2 hours for grades K- 5 (small group, after school, tutoring)
Mathematics:	<ul style="list-style-type: none"> • Whole Group: Grades 2 and 4 - 5 days/week for 50 min. during school day; • 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. • Small group instruction during 37.5 minutes A.M. tutorial for Grades 3-5 4 days/week before school day begins. • After school tutorial 2 days/week for 2 hour for Grades K-5 (small group).
Science:	<ul style="list-style-type: none"> • Grades 4 hands-on test preparation initiative 4 days/week for 50 min. during school day. • Small group instruction during 37.5 min. A.M. tutorial for Grades 3-5 4 days/week before school day begins. • After school tutorial 2 days/week for 2 hour for Grades K-5 (small group).
Social Studies:	<ul style="list-style-type: none"> • 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. • Grades 3-5 test preparation initiative 4 days/week for 50 min. during school day. • Small group instruction during 37.5 min. A.M. tutorial for Grades 3-5 4 days/week before school day begins. • After school tutorial 2 days/week for 1 hour for Grades 3-5 (whole and small group)
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • At-risk counseling: one-to-one and small groups: • Small group counseling consists of Grievance Counseling, Character Development, and Conflict Resolution. • Also, P.S. 191 Celebrant Program emphasizing monitoring of students academic and social performance though staff and student special activities involvement.

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

School Building Instructional Program Made Available for ENGLISH LANGUAGE LEARNERS (ELLS)

Section II. Title III, Part A LEP Program Narrative *NCLB/SED requirement for all schools*

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

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.)

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval. 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.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

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.
 Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections II and III below.

Not Applicable

Section I. Student and School Information.

Section III. Title III Budget

Grade Level(s)

Not Applicable

School: PS 191

Number of Students to be Served:

LEP Not Applicable

Non-LEP Not Applicable

Allocation Amount:		
Number of Teachers Not Applicable		
Other Staff (Specify) Not Applicable		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

Professional salaries (schools must account for fringe benefits) - Per session - Per diem	Not Applicable	Not Applicable
Purchased services - High quality staff and curriculum development contracts	Not Applicable	Not Applicable
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	Not Applicable	Not Applicable
Educational Software (Object Code 199)	Not Applicable	Not Applicable
Travel	Not Applicable	Not Applicable
Other	Not Applicable	Not Applicable
TOTAL	0	

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.

An annual needs assessment will be conducted, which includes 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 is ascertained that a student's parent needed either a written translation or oral interpretation accommodations would be made to ensure that the appropriate assistance will be 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, as of the 2010-2011 academic year was as follows: ten (12) ELL students and their families require written and oral translation in Spanish. Two (2) ELL students and their families require written and oral translation in Haitian- Creole and one ESL student and her family require written and oral translation in Mandingo 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 made 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 2010-11:	264264	44094	308358
2. Enter the anticipated 1% set-aside for Parent Involvement:	2643		2643
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	13213	*	13213
4. Enter the anticipated 10% set-aside for Professional Development:	26426	*	26426

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

100%

6. 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.

Not Applicable.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

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.

The Parent Involvement Policy is attached to this document.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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.

The School-Parent Compact is attached to this document.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

Needs assessments were conducted. The following are summaries of the results the Fall 2010 Acuity Interim Assessment:

	Grade 3	Grade 4	Grade 5
ELA	<p style="text-align: center;"><u>23 Question Test</u></p> <ul style="list-style-type: none"> • Overall Average: 51%; Hi = 78% Low = 9% • 2 students in Tier 1, 9 students in Tier 2; 13 students in Tier 3; 2 students in Tier 4 • 5 skills in 2 questions above 80% • 12 skills in 10 questions below 45% • <u>The following require the most attention:</u> <ul style="list-style-type: none"> ○ Making predictions, drawing conclusions, & making inferences ○ Read unfamiliar texts to collect data, facts & ideas ○ Knowledge of story structure ○ Use of graphic organizers to record events 	<p style="text-align: center;"><u>21 Question Test</u></p> <ul style="list-style-type: none"> • Overall Average: 58%; Hi = 95% Low = 24% • 1 student in Tier 1, 13 students in Tier 2; 15 students in Tier 3; 8 students in Tier 4 • 2 questions above 80% • 2 questions below 45% • <u>The following require the most attention:</u> <ul style="list-style-type: none"> ○ Evaluate the content by identifying important and unimportant details 	<p style="text-align: center;"><u>23 Question Test</u></p> <ul style="list-style-type: none"> • Overall Average: 59%; Hi = 91% Low = 22% • 1 student in Tier 1, 8 students in Tier 2; 10 students in Tier 3; 6 students in Tier 4 • 5 skills in 2 questions above 80% • 6 skills in 5 questions below 45% • <u>The following require the most attention:</u> <ul style="list-style-type: none"> ○ Identifying genres & literary elements (setting, plot, etc.) require the most attention.
Math	<p style="text-align: center;"><u>24 Question Test</u></p> <ul style="list-style-type: none"> • Overall Average: 56%; Hi = 96% Low = 21% • 4 students in Tier 1, 5 students in Tier 2; 17 students in Tier 3; 1 student in Tier 4 • 2 questions above 80% (7 questions > 70%) • 8 questions below 45% • <u>The following require the most attention:</u> • Strategies of adding & subtracting 3-digit numbers • Using a ruler to measure to the nearest standard unit (whole & ½ inches, whole feet, & whole yards) 	<p style="text-align: center;"><u>24 Question Test</u></p> <ul style="list-style-type: none"> • Overall Average: 69%; Hi = 96% Low = 29% • 0 students in Tier 1, 4 students in Tier 2; 18 students in Tier 3; 14 students in Tier 4 • 12 questions above 80% (14 questions >= 65%) • 4 questions below 45% • <u>The following require the most attention:</u> <ul style="list-style-type: none"> ○ Calculate elapsed time in hours and ½ hours, not crossing A.M. or P.M. 	<p style="text-align: center;"><u>24 Question Test</u></p> <ul style="list-style-type: none"> • Overall Average: 57%; Hi = 96% Low = 25% • 1 student in Tier 1, 11 students in Tier 2; 10 students in Tier 3; 3 students in Tier 4 • 5 questions above 80% (8 questions >= 70%) • 6 questions below 45% • <u>The following require the most attention:</u> <ul style="list-style-type: none"> ○ Calculate the mean of a given set of data and use to describe a set of data ○ Classify quadrilaterals by properties of their angles and sides

2. Schoolwide reform strategies that:

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

Several strategies have and will continue to be implemented. Among them include the mandated 37.5 Tutorial Assistance Program and the Liberty Learning Lab SES Technology-Based After-School Program. Also, Please reference Section III: School Profile and Section VI: Action Plan.

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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.
- Are consistent with and are designed to implement State and local improvement, if any.

Several methods and programs are being utilized to positively impact student achievement. A partial list of these programs is listed Section III: School Profile.

For information regarding after-school programs, please see Section III: School Profile; Liberty Learning Lab SES Technology-Based After-School Program.

Our after-school teachers and all 37.5 minute session tutors will continue to teach Mathematics and English Language Arts to our students scoring in Levels I and II. What is distinctive about this is that all other pupils who may be performing on or above grade level are not relegated less importance or fewer services than those who are not as they will continue to attend and have services provided by other teachers. Our Special Education students and our ESL Learners will

continue to be included in terms of receiving intervention instructional services above and beyond those which are mandated.

3. Instruction by highly qualified staff.

As of the end of the 2009-2010 academic year, 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.

Professional development is ongoing throughout the year and open to all staff members. Previously, some of the professional development workshop topic were (but were not limited to):

- **How to use assessment results (item analysis) to improve the achievement of individual students and use the assessment data to drive their instructional programs;**
- **Writing academic goals;**
- **Designing differentiated lessons**

The school also utilizes two (2) assigned staff developer from Children First Network (CFN) 410 Professional Development services

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

P.S. 191's School Personnel Committee will attend job fairs provided by the Department of Education in order to interview and select high quality highly qualified teachers to work in our school. Advertising, networking and referrals from professional consultants will be another means by which we can attract highly qualified teachers.

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.

Several of our current and former students are former George C. Conliffe Day Care Center students. The Conliffe Day Care Center is one of many day care/Head Start program within Community Board 8. A complete listing of these providers can be found at the following website: <http://www.brooklyn8.org/daycare.php>

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.

All teachers are members of at least one "Inquiry Team." These teams assess, develop and drive instructional practices both within and across grade levels.

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.

Please See Section VI: Action Plans and Appendix 1: Academic Intervention Services

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**

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities

have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
IDEA	Federal	Yes			\$54346	True	See "Student Support Services"
IDEA	Federal	Yes			\$13657	True	See "Student Support Services"
IDEA	Federal	Yes			\$112683	True	See "Student Support Services"
Title I, Part A (ARRA)	Federal	Yes			\$19600	True	See Action Plan: English Language Arts for Grades 3-5 inclusive of the Students with Disabilities Sub-group
Title I, Part A (Basic)	Federal	Yes			\$250247	True	All subject areas in the Action Plan are applicable.
Title II	Federal	Yes			\$91344	True	Reference "Action Plan: English Language Arts for Grades K-2 inclusive of the Students with Disabilities sub-group" & "Action Plan: Mathematics for Grades K-5 inclusive of the S.W.D's subgroup"

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

Please reference Section VI: Action Plan.

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

All programs within P.S. 191 are designed to include as many students, from as many subgroups or demographics as possible. For example, the SINI After-School programs that are funded via a SINI grant are open to all students who need assistance, not just for the SINI target group.

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;

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;
Whenever possible, all AIS and IEP Mandated Services are provided to our children using the push-in teaching model.

Please reference the SINI SQR document: ACTIONS BASED ON RECOMMENDATIONS FOR “TEACHING AND LEARNING”.

4. Coordinate with and support the regular educational program;

Please reference the SINI SQR document: Actions based on Recommendations for “Teaching and Learning” and “Infrastructure for Student Success” for examples.

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 Appendix 5, Part A, Question 2.

7. Provide strategies to increase parental involvement; and

Workshops will be conducted on critical parenting themes and instructional initiatives. The school based Parent Coordinator will conduct workshops, attend parent meetings, address parent concerns, serve as a parent liaison to the Department of Education, maintain contact with Community Based Organizations, and work with the school Parent Association in the establishment of by-laws and conducting elections. To meet the needs of all parents, written and oral translations will be provided in the home language of all parents whose home language is other than English.

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

P.S. 191 has a strong working relationship with the 77th Precinct Community Youth Officers who offer student mentoring services. We have a collaborative relationship with the St. John’s Shelter which helps us in assisting our large shelter population.

A relationship with the Fire Department of New York will be continued and an anti-bullying program will be introduced.

P.S. 191 will continue to coordinate its efforts with the Federal, State, and City programs to prepare our children to be productive citizens of the 21st century.

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.

Professional Development workshops will be provided for all appropriate staff. Example of previous workshops include:

- **Three (3) workshops will be devoted to supporting teachers in the collection, analysis 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 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)**
- **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.**

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality 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, mentored Ms. Saul, a kindergarten CTT general education teacher. Ms. Saul was also mentored by Ms. Jones in her first year while serving as a CTT special education teacher.

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 traditional telephone calls, the “School Messenger” telephone system, USPS, "backpacked" by children, the electronic message board (found above the main entrance) and home visits.

APPENDIX 7: 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.)

As of January 2010, 36 students live in temporary housing.

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 your Children First Network.

Not Applicable

SINI SQR Document

This document is an excerpt of the “Chart for SINI – 1 Schools That Completed SQR Basic Reviews in Spring, 2009.” It has been added as a reference of previous and current programs and initiative that P.S. 191 has utilized. Please note that names, assignments, and services may have changed over time.

ACTIONS BASED ON RECOMMENDATIONS FOR “COLLECTION, ANALYSIS, AND UTILIZATION OF DATA”

- 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.
- 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.
- 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).

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



Cathleen P. Black,
Chancellor

THE PAUL ROBESON SCHOOL P.S. 191 – DISTRICT 17

1600 Park Place, Brooklyn, New York 11233 - Telephone (718) 756-1206 Fax (718) 756-5417

Mrs. Elsi Capolongo – Principal
Mrs. Hadar Gahfi - Assistant Principal
Mrs. Natalia Trivers-Roach - Parent Coordinator

School Parent Involvement Policy

2010-2011

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 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 October 15, 2010 and will be in effect for the period of school year 2010-2011. The school will distribute this policy to all parents of participating Title I children on or before November 15, 2010.

Principal

Date



Cathleen P. Black,
Chancellor

THE PAUL ROBESON SCHOOL P.S. 191 – District 17

1600 Park Place, Brooklyn, New York 11233 –
Telephone (718) 756-1206 Fax (718) 756-5417

Mrs. Elsi Capolongo – Principal
Mrs. Hadar Gahfi - Assistant Principal
Mrs. Natalia Trivers-Roach - Parent Coordinator

P.S. 191 School Parent Compact

2010-2011

The school and parents working cooperatively to provide for the successful education of the children hereby agree:

The School Agrees:

1. To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved
2. To offer a flexible number of meetings and parent workshops at various times.
3. To provide parents with timely information about all programs.
4. To provide parents information about the performance of their children on standardized tests.
5. To provide high quality curriculum and instruction to help our students meet New York State's and New York City's high standards.
6. To deal with communication issues between teachers and parents :
 - formal parent teacher conferences two times a year
 - frequent reports to parents
 - individual progress reports where indicated
 - a safe and secure procedure for parents making visits to the school
7. To provide workshops for parents.

The Parent/Guardian Agrees:

1. To work with his/her child/children on school work:
 - Read for 15 to 30 minutes per day to Kindergarten through 1st grade students.
 - Listen to grade 2 through 5 students read for 15 to 30 minutes per day.
 - Monitor the child's progress reading 30 books per year.
2. To make sure that their child/children carefully do homework every day.
3. To make sure that their child/children arrive to school ON TIME every day. Make sure that their child/children are picked up from school on time every day.
4. To monitor their children's attendance and ALWAYS send a note explaining absence.
5. To share the responsibility for improved student achievement.
6. To communicate with their child's/children's teachers about their educational needs.
7. To attend school conferences and workshops.
8. To volunteer when needed.

Parent's Name: _____
 Signature: _____
 Teacher's Name: _____
 Signature: _____
 Principal's Name: Mrs. Elsi Capolongo
 Signature: _____

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 191 Paul Robeson						
District:	17	DBN:	17K19	School		331700010191	
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungrade	
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	17	17	18		88.6	89.9	90.3
Kindergarten	38	42	44	Student Stability - % of Enrollment:			
Grade 1	48	46	44	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	56	33	49		87.2	88.7	79.8
Grade 3	44	44	44	Poverty Rate - % of Enrollment:			
Grade 4	37	41	48	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	53	31	29		84.8	93.1	97.9
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		17	43	41
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		3	2	1
Grade 12	0	0	0	Special Education			
Ungraded	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Total	293	254	276		84.8	93.1	97.9
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	34	28	29	Principal Suspensions	27	0	5
# in Collaborative Team Teaching (CTT)	8	11	14	Superintendent Suspensions	9	4	2
Number all others	10	8	10	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>	<i>(As of October 31)</i>				2007-	2008-	2009-
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	29	28	26
# in Dual Lang.	0	0	TBD	Number of Administrators and Other Professionals	10	11	6
# receiving ESL services only	11	14	TBD	Number of Educational Paraprofessionals	1	1	7
# ELLs with IEPs	0	3	TBD	<i>These students are included in the General and Special Education enrollment information above.</i>			

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	62.1	60.7	80.8
				% more than 5 years teaching anywhere	44.8	50.0	61.5
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	90.0	86.0	84.6
American Indian or Alaska Native	0.3	0.4	0.4				
Black or African American	79.2	83.5	81.9				
Hispanic or Latino	16.0	14.2	16.7				
Asian or Native Hawaiian/Other Pacific	0.7	0.4	0.0				
White	3.4	0.8	0.7				
Male	47.1	51.2	48.9				
Female	52.9	48.8	51.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In			Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2				v		
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	X	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific		-					
White	-	-					
Multiracial							
Students with Disabilities	X	v	-				
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
Student groups	3	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					WD
Overall Score:	36.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					WD
School Environment:	6.9	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	4.2	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					WD
Student Progress:	24.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	1						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN# 410	District 17	School Number 191	School Name Paul Robeson
Principal Elsi Capolongo		Assistant Principal Hadar Gahfi	
Coach type here		Coach type here	
Teacher/Subject Area Beata Koziel ESL teacher		Guidance Counselor Michael Leak	
Teacher/Subject Area type here		Parent Jeanette Martin	
Teacher/Subject Area type here		Parent Coordinator Natalia Roach	
Related Service Provider Jennifer Hart		Other Sonia Elliott	
Network Leader Altagracia Santana		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	265	Total Number of ELLs	16	ELLs as Share of Total Student Population (%)	6.04%
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Part II: ELL Identification Process

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

1. 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).
2. 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.
3. 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 [\[see tool kit\]](#).)
4. 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.
5. 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.)
 6. 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.

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 informal oral interview is conducted in English by fully certified ESL pedagogue. The informal oral interview in the native language is managed by ESL teacher, and the other staff member who speaks a home language of a student (i.e., we have staff members who speak Spanish, Haitian- Creole, Russian, and Polish). The ESL teacher is 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. If a student with Spanish origin does not pass LAB- R, Spanish LAB is conducted to determine home language skills. 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.

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.

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. 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.

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 and 2010-2011 one parent of Kindergarten, 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.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	3	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	3	3	0	1	0	0	0	16
Total	13	0	3	3	0	1	0	0	0	16

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	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-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	9	10	11	12	TOTAL
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	3	1	4									11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1										1
Haitian			1	1		1								3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
TOTAL	2	2	4	3	4	1	0	16						

Part IV: ELL Programming

A. Programming and Scheduling Information

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.

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.

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.

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.

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.

- 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.

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.

After reviewing and analyzing the data from all assessments taken by long term English Language Learners ESL, we concluded that there is a need of small group instruction in order to improve academic vocabulary and reading and writing skills . The AIS providers will work with long term ELLs. The morning tutoring program (four times a week) and Liberty Learnig Lab After School Program (two times a week) in groups of 10 students is in session to improve reading, writing, mathematics, and technology skills.

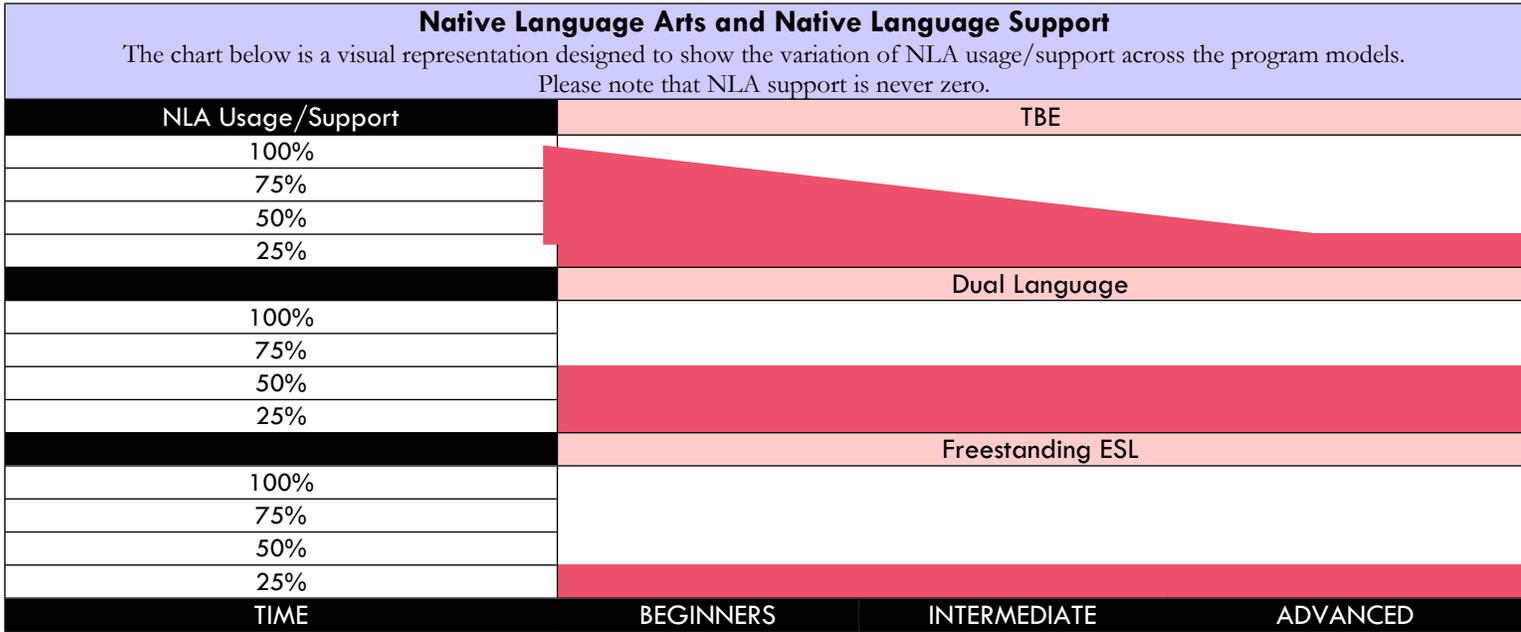
ESL program follows the Balanced Literacy workshop model focusing on the content areas as mandated and modeled by the Department of Education. It composes Reading Aloud, Shared Reading, Guided Reading, Independent Reading and the Writing Workshop.

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

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.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Targeted intervention programs for ELLs in ELA, math, and other content areas:

- 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
Technology lessons and labs at least once a week in Technology and Computer Laboratory to develop/ improve appropriate technology skills (Key Board, Microsoft Word, Internet, Power Point
- 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 June)
- 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

There are programs in session in this school year. Liberty Learning Lab After School Program is offered to all the students in grades K-5 who qualify for free or reduced lunch, filed a lunch form and filed an Supplemental Educational Services (SES) Application. Most ELLs attend the program or will attend when the application will be approved. It is 42 hours program for each student with student- teacher ratio 10:1. In grades K-2 students improve their reading, writing and mathematics skills using Options Program and Weekly Reader Reading and Mathematics. In grades 3-5 students use Step Up to Success, Count On It Mathematics and Computer Programs working on laptops (Achieve 300 and Stanford Mathematics).

All ESL students and their classes have an opportunity to participate in Dance Program once or two times a week. The Dance Program is taught by a fully certified DOE dance teacher and is designed to integrate literacy into technique and creative movement. . The program is meant to celebrate the arts in a way that caters to the learning styles of every student.

The Celebrated Child Initiative allows students, with inclusion of new ESL students, and adults to dialogue and help students achieve and adjust academically, socially and emotionally.

Mighty Milers Program target specific student needs in physical fitness and it is open to all the students at P.S. 191.

In addition we are in the process of applying for grants to enhance and create new programs within the school. We do not plan to discontinue any programs and services for English Language Learners.

All English Language Learners are afforded equal access to all the school programs we have in action. The information and applications for after school programs are sent to parents in English and the home language. The assistance is provided to parents of ELLs if they need help with applications. Tutoring is offered to all the students at 8:00a.m.- 8:37.5 A.M. Monday- Thursday.

AIS push- in, AIS- pull out (two times a week) and SETSS (two times a week) for ESL students at risk are in place to support them.. Instruction is differentiated to address students' different areas of strengths and weaknesses.. Students who are weakest in a specific modality would be sometimes grouped together so that they could benefit from instruction and practice exercises geared towards strengthening them in the weak area. At times a weaker student and a stronger student would be paired together so that the stronger student can help the weaker while he too, consolidates his knowledge.

The instructional materials, including technology are used to support ESL students. The 100 Book Challenge Program K-5 Independent Reading (daily) , Wilson Foundations Program K-2, Voyager Passport Program, Guided Reading K-5, Making Meaning K-5, WRAP K-5, and the components of Balanced Literacy are used to improve vocabulary, decoding, comprehension, writing skills, and content areas skills. Reading Rescue Tutoring methods are used in ESL classroom and during AIS sessions to improve students' reading skills. The Spanish books, Multicultural books, Science books, Social Studies books, and Mathematics books are available in the school library, ESL classroom, and other classrooms to support students and their learning and engage students and their families into reading. The listening centers with tapes and books are in place in every classroom to reach the needs of ELLs to improve their listening skills. There is a use of Santillana Program in ESL classroom for grades 3-4 to satisfy the diverse needs of our students. Students are able to use computers and improve their technology skills and knowledge during lessons in Technology and Computer Laboratory, after school sessions, and at home having access to After School Computer Programs. All the services, programs or initiatives target specific student needs ranging from attendance and punctuality, physical fitness and exposure to the arts, to leadership skills, social and emotional development, and all four core content areas. All the resources correspond to ELLs' ages, grade levels, and reading levels to meet the needs of our ESL students.

Currently we do not have activities to assist newly enroled ESL students before the beginning of the school year.

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.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

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?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

At P.S.191 Monthly Grade Conferences for collaborative planning with classroom teachers and an ESL teacher and weekly Professional Development sessions will take place.

Professional Development will be provided in ESL strategies and Wilson.

Professional Development that targets the needs of teachers of ESL students will be offered (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, Authentic Assessment for English Language Learners; Differentiated Instruction for ELLs; Teaching English Across the Content Areas).

ESL teachers and other staff members working with ESL students will attend additional workshops offered by NYC DOE office of ELL. All teachers will be offered the opportunity to attend upcoming conferences TESOL/QTEL.

To support staff in assisting ELLs as they transition from elementary to middle school we will prepare information about middle schools in our area, possible programs and courses offered, and to be studied. We will organize trips to different middle schools for students and then discuss possible opportunities .

7.5 hours of ELL training was provided for all staff members by ESL teacher as per Jose P. The training took place during Professional Development Activities on Brooklyn- Queens Day and on Election Day. Every staff member received PD folder with all the topics covered (What is ESL, ELL? ; Who is the English Language Learner? ; Selection Criteria and Placement; ESL Strategies in General Education/ Special Education; Total Physical Response; Bilingual/ ESL Education Frequently Used Terms; Lab- R, Spanish LAB, and NYSESLAT; Stages of the Second Language Acquisition). In addition ELL training will be provided for all new staff members once a month during professional development hour to meet the requirement as per Jose P. The records will be maintained in the Faculty Binder of the staff members who attend the training.

E. Parental Involvement

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?

Parents 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 and other communications are translated into languages spoken by our families. Spanish and Haitian-Creole translators are available at meetings.

The full time Parent Coordinator will continue to provide a great deal of support to parents informing of school activities and events. Parents are invited to attend ongoing orientation sessions throughout the school year. Notices and letters are translated in order to keep parents informed of school activities and events. Parent Teacher Association PTA meetings are held. Translators are provided during such meetings. In addition parents are informed of school events and educational programs via the School Leadership Team. This team is composed of administrators, parents and teachers who work collaboratively to make decisions and inform of the programs within the school. Parents are also encouraged to participate in the following activities. Volunteers, Community Leaders and Liaisons as well as school staff and Parent Coordinator provide workshops to parents on various topics. Ongoing Curriculum Workshops In Mathematics and Literacy are provided. Parents have an opportunity to analyze test results of their children on ARIS with assigned staff members. Parenting workshops are also provided to parents of newly arrived students.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1		2											3
Intermediate(I)	1	1	2	2	2	0								8
Advanced (A)		1			2	1								4
Total	2	2	4	2	4	1	0	0	0	0	0	0	0	15

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	1												
	I	1	1	4	2	2								
	A		1			2	1							
	P													
READING/WRITING	B	2		3										
	I		1	1	2	2								
	A		1			2	1							
	P													

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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 do 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.

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 fourth 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.

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.

The scores of the Grade 3 NYS assessment in ELA indicate:

- 40% of students tested in level 1 (Special Education)
- 40% of students tested in level 2
- 20% of students tested in level 3

The scores of the Grade 3 NYS assessment in Mathematics indicate:

- 20% of students tested in level 1
- 40% of students tested in level 2
- 40% of students tested in level 3

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 2

The scores of the Grade 4 New York State Science Examination (2009-2010 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 (2009-2010) indicate:

- 100% of students tested scored in level 3

The scores of the Grade 5 New York State Mathematics Examination (2009-2010) indicate:

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

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

ELLs of P.S.191 are performing below grade level in ELA, 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.

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 Month 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.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/29/10
	Assistant Principal		10/29/10
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		