



THE AMSTERDAM SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 03M191

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 03M191 **SCHOOL NAME:** The Amsterdam School

SCHOOL ADDRESS: 210 West 61st Street New York, NY 10023

SCHOOL TELEPHONE: 212-757-4343 **FAX:** 212-757-1022

SCHOOL CONTACT PERSON: Maria Verdesoto **EMAIL ADDRESS:** mverdes@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Susannah Blum

PRINCIPAL: Maria Verdesoto

UFT CHAPTER LEADER: Mary Segur

PARENTS' ASSOCIATION PRESIDENT: Anika Cook

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 03 **CHILDREN FIRST NETWORK (CFN):** Fordham PSO - 551

NETWORK LEADER: Margery Struk

SUPERINTENDENT: Sara P. Carvajal

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
Maria Verdesoto	*Principal or Designee	
Mary Segur	*UFT Chapter Chairperson or Designee	
Anika Cook	*PA/PTA President or Designated Co-President	
Francesca Raimond	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Idalia Romoleroux	DC 37 Representative, if applicable	
Roger Redhead	CBO Representative, if applicable	
Sonji Astorga	Member/Parent	
Grace Johnson	Member/ Parent	
Elizabeth Trinidad	Member/ Parent	
Raymond Bivens	Member/ Parent	
Sonja Rzepskin	Member/ Parent	
Sonia Martinez	Member/ Parent	
Rosa Denise Rivera	Member/ Parent	
Iraida Herrera	Member/Parent	
Sandra Perez	Member/Assistant Principal	
Susannah Blum	Chairperson/Teacher	

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.

The Amsterdam School (P.S.191/Hudson Honors Middle School) is nestled in the heart of the Lincoln Center community. Hudson Honors Middle School is a District 3 *Choice* program within the P.S. 191 learning community. With approximately 290 students in the elementary and 185 in the middle school, our small school size allows us to provide an intimate, safe, nurturing learning environment for all of our students. Moreover we are committed to providing all of our Pre-Kindergarten - 8 students with an academically rich and rigorous program in a progressive, community-building environment.

The underlying set of beliefs that has spurred our growth in the past seven years is the Principles of Learning developed by the Institute for Learning. These principles are based on the premise that intelligence is developed, nurtured and infinite in its potential for growth rather than inherited and finite. A fundamental understanding that supports this premise is that to achieve this growth, all learners must have expert instruction.

Our effort to build a school community driven by these beliefs that addresses our various students' needs has effectively produced good results for the elementary and the middle school. It has also supported the development of a collegial staff genuinely committed to working on a variety of initiatives for both levels of students and has allowed us to cultivate a team of instructional leaders who support all levels of our school community.

Early on in our work together we focused on the principles of "organizing for effort," "clear expectations," and "accountable talk" to organize our teaching environments and set expectations for teachers and students. Developing "academic rigor" has guided us in our effort to improve the depth and breadth of our core curriculum. We have increasingly articulated a "thinking curriculum" that supports our goals in critical thinking. As we continue to develop challenging projects for students which require them to ask questions, to solve problems, and to explain their reasoning. This work was supported by our work with Teacher's College Reading and Writing Project for five years. We ended that relationship in order to pursue our commitment to developing our content area instruction and other initiatives. A good foundation has remained in the elementary school ELA curriculum. We are working toward creating a more integrated ELA and Social Studies program in the middle school.

In an effort to create a more integrated curriculum and in order to deepen the work with our students in the content areas as well as in critical we have been guided by Stephanie Harvey's work, including the "Comprehension Tool Kit." The impact of this work is particularly evident in the elementary school.

As I begin my seventh year as Principal of this school I can boldly state that we have created a successful school in many ways. We have a significant portion of our staff that is committed, highly qualified and engaged collaboratively in assuring that our core set of beliefs in all subject areas guide the implementation of our curriculum. This strong foundation is further informed by the vast expertise we have gained through our years together and by the abundance of data that we are able to use to inform us on the effectiveness of our teaching.

Last year took enormous steps to tackle more directly what has been "our greatest challenge," student behavior. The positive impact on teacher and student attitudes may not yet be fully evident, but as per our in-house surveys we have made significant progress in tackling this issue. Our continued success in this area will surely impact many more of our students and produce even more academic growth in our progress report.

We have achieved two Well Developed ratings in our Quality Review during 2007 and 2008. Our letter grades are as follows: 2007- A, 2008- B, 2009 -A, 2010 -C. Due to the adjustments made in the scoring of the 2010 ELA and Math exams and the change in our peer group, to include six charter schools, we experienced an enormous drop in students performing at level three. Our analysis of the data, as you will later on in this document, will demonstrate that had this adjustment of the scoring not occurred, we would have most likely received another. Our analysis will also demonstrate that though our students dropped down to level two, their actual scale score improved.

Regardless of this data, we continue on our path to improve our instructional program toward a more integrated curriculum. This year we are guided by our work with new Core Curriculum Standards and with the support of two huge grants: the Izone Grant that provides laptops for all students in grade 3 and 5 and Federal Magnet Grant supports the creation of a new school, Museum Magnet for Inquiry, Innovation and Imagination.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 191 Amsterdam						
District:	3	DBN:	03M191	School BEDS Code:	31030001019		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7	√	11
K	√	4	√	8	√	12	Ungraded
1	√	5	√	9	√	10	
2	√	6	√	10	√	11	
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
Pre-K	28	34	36	91.0	93.2	TBD	
Kindergarten		43	29		38		
Grade 1	43		39	36			Student Stability of Enrollment:
Grade 2	43	44	39	2007-08	2008-09	2009-10	(As of June 30)
Grade 3	52	40	51	92.6	89.5	TBD	
Grade 4		47	53		46		
Grade 5	45		51	49			Poverty Rate - % Enrollment:
Grade 6	60	61	60	2007-08	2008-09	2009-10	(As of October 31)
Grade 7	70	68	56	64.1	64.6	74.0	
Grade 8		65	73		70		
Grade 9	0		0	0			Students in Temporary Housing:
Grade 10	0	0	0	2007-08	2008-09	2009-10	(As of June 30)
Grade 11	0	0	0	4	48	TBD	
Grade 12		0	0				
Ungraded	2		0	0			Recent Immigrant Total Number:
Total	498	492	481	2007-08	2008-09	2009-10	(As of October 31)
3		4			1		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
# in Self-Contained Classes	35	34	40	55	33	TBD	Principal Suspensions
# in Collaborative Team Teaching (CTT) Classes	0	0	0	16	7	TBD	Superintendent Suspensions
Number all others		20		25		47	
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
2007-08		2008-09	2009-10				(As of October 31)
0		0	0	0			CTE Program Participants
0	0		0				English Language Learners (ELL) Early College HS Program Participants

(As of October 31)								Enrollment: (BESIS Survey)
# in Transitional Bilingual Classes	0	2007-08	0	2008-09	0	2009-10		Number of Staff - Includes all full-time staff:
# in Dual Lang. Programs	0	0	0	2007-08	2008-09	2009-10		(As of Oct 31)
# receiving ESL services only	36	26	24	42	43	TBD		Number Teachers

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

# ELLs with IEPs	3	4	7	17	16	TBD		Number of Administrators and Other Professionals
3	3		TBD		These students are included in the General and Special Education enrollment information above.			Number of Educational Paraprofessionals
Teacher Qualifications:					Overage Students (# entering students overage for grade)			
2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of October 31)	(As of October 31)	
0	0	TBD	100.0	100.0	TBD			% fully licensed & permanently assigned to this school
71.4		69.8		TBD				% more than 2 years teaching in this school
52.4	53.5		TBD		Ethnicity and Gender - % of Enrollment:			% more than 5 years teaching anywhere
(As of October 31)	2007-08	2008-09	2009-10	79.0	86.0	TBD		% Masters Degree or higher
American Indian or Alaska Native	0.6	0.6	0.0	97.1	93.6	TBD		% core classes taught by "highly qualified" teachers (NCLB/SED)
Black or African American		42.8		41.5		41.4		
Hispanic or Latino		45.6		45.9		38.6		
Asian or Native Hawaiian/Other Pacific Isl.		4.0		4.1		5.4		
White		7.0		6.9		10.2		
Male		49.6		50.8		45.1		
Female		50.4		49.2		54.9		

2009-10 TITLE I STATUS

√				Title I Schoolwide Program (SWP)		
Title I Targeted Assistance						
Non-Title I						
Years the School Received Title I Part A Funding:	2006-07		2007-08		2008-09	2009-10
√	√		√		√	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)

If yes, area(s) of SURR identification:

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

Phase

Category

In Good Standing (IGS)	√	Basic	Comprehensive	Focused
Improvement Year 1				
Improvement Year 2				
Corrective Action (CA) – Year 1				
Corrective Action (CA) – Year 2				
Restructuring Year 1				
Restructuring Year 2				
Restructuring Advanced				

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 school's 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?
-

2010 spring test data, among other data, suggest that PS 191/Hudson Honors is poised to enable our students to meet the higher core standards across the curriculum.

If we look at our school, there are some apparent obstacles to such an ambitious claim in the "shape" of our student population:

- 85-90% of the students live at or near the poverty line (qualified by free or reduced price lunch)
- About 25% of students across the grades have an IEP
- Middling student achievement on current ELA and math tests according to new "cut scores"
- District 3 Middle School choice means that only about 30% of middle school students had the benefit of PS 191 elementary school

However, these are NOT the obstacles to high achievement based on the new core standards that they appear to be. While all children do not have the benefit of rich experiences at home that provide them with a base of prior knowledge and skills that benefit them at school, all children can develop the habits of mind that enable them to think critically and intelligently about whatever material is placed before them. Thinking depends less on prior knowledge and more on a substantial curriculum across subjects and an instructional practice that builds those habits of mind. Because we are in process of developing such curricula and honing instructional practice that develops those habits of mind, we expect that our students will benefit from tests based on the new core standards.

Some 2009-10 test data support the claim that we are in process of building curricula and instructional practice that support the habits of mind necessary for critical and intelligent thinking for all students.

ELA Data

Table 1: ELA Comparison for All Tested Students at PS 191: NYStart Data

2008-09 and 2009-10 Year	Grade 3 MSS and % L 3+4	Grade 4 MSS and % L 3+4	Grade 5 MSS and % L 3+4	Grade 6 MSS and % L 3+4	Grade 7 MSS and % L 3+4	Grade 8 MSS and % L 3+4
2008-09	651.5	656.8	666.8	659.2	666.7	660.2

	57.5	64.2	79.5	81.8	86.2	81.8
2009-10	661.3 42.2	665.6 42.9	662.5 42.2	656.5 27.6	663.4 30.0	647.7 34.9
New Cut Score (bottom of Level 3)	662	668	666	662	664	658
Gain/Loss in Mean Scale Score between 2009 and 2010	+ 9.8	+8.8	-4.3	-2.7	-3.3	-12.5

The data in Table 1 show that while the percentage of students at Levels 3+4 dropped dramatically due to rescaling Levels 1-4, ELA mean scale scores (MSS) changed relatively little between 2008-09 test results and 2009-10 results. If grades 3-8 students were held to the same cut scores in 2010 as they were 2009, 68.2% of students would have reached levels 3 + 4 in ELA. Indeed there are marked improvements in scale scores in Grade 3 (a near 10-point gain) and in Grade 4 (about a 9-point gain).

The data in Table 1 also suggest that while P.S. 191 did not make great breakthroughs in raising student achievement on 2009-10 ELA tests, the gain in MSS in Grades 3 and 4 indicate that the early grade instructional program is preparing students to achieve across the grades. At the same time the lack of substantial progress in Middle School grades is reason for concern and presents the need for action. One step has been taken by creating a Grade 6 CTT class for Middle School rather than one self-contained class in one grade-- Special Education Grade 8 students in 2009-10 had particularly low MSSs (see Table 5). Middle School students are particularly likely to suffer from being “classified” as having “disabilities.”

Math Data

Data for Spring 2009 testing indicate that schoolwide there was growth in math performance. If the cut scores for levels had remained the same, 83.3% of students would have reached levels 3 + 4. Table 2 shows that the greatest gains in mean scale scores were in Grades 3 and 6 although it must be noted that Grade 8 mean scale score was also negatively impacted by some extremely low MSM scores in the Special Education self-contained class.

Table 2: Math Comparison All Tested Students: 2008-09 and 2009-10 (NYStart Data)

Year	Grade 3 MSS L3+4	Grade 4 MSS L3+4	Grade 5 MSS L3+4	Grade 6 MSS L3+4	Grade 7 MSS L3+4	Grade 8 MSS L3+4
2008-09	685.2 95.1	675.0 69.8	682.4 86.4	652.7 56.4	663.4 79.4	663.2 81.8
2009-10	689.4 42.2*	674.8 57.1	666.5 48.9	660.6 25.9	662.9 30.6	667.1 41.3
New Cut Score (bottom of Level 3)	684	676	674	674	670	673

Gain/Loss in Mean Scale Score	+4.2	-.2	-15.9	+7.9	-.5	+3.9
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* Indicates that the MSS is above the MSS beginning the Level 3 range (684).

Social Studies Data

P.S. 191/Hudson Honors made greater achievement than NYC schools as a whole in both Grade 5 and Grade 8 social studies tests. At Grade 5 the result of 84% at Levels 3+4 was 5% above the city average which is not particularly remarkable. However, students found the essay question not really as challenging as they had expected and likely did not put forth their best efforts. Both students and teachers were expecting a more difficult question.

At Grade 8, Hudson Honors students achieved 27% above the NYC average for Levels 3+4 and 18% better than NYC at Level 4. See Table 3.

Table 3: Social Studies Comparison of PS 191 All, PS 191 IEP and All Students Citywide (ARIS Data)

Group/Grade	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Levels 3+4
PS 191 Grade 5	8	8	69	15	84
191 IEP	19	13	68	0	68
All NYC Grade 5	12	9	53	26	79
PS 191 Grade 8	18	8	45	29	74
191 IEP	35	6	41	18	59
All NYC Grade 8	35	18	36	11	47

Student achievement on the social studies test makes the point that the emphases on a clear curriculum and good instructional strategies is making a significant difference in students' ability to deal with the complex thinking that will be expected of students by the new core standards.

Science Data

The science test scores make a similar point. As Table 4 shows, both general education students and those with IEPs scored well on the Grade 4 2009 science test with 79% at levels 3+4. What was true of Grade 4 students is even more true of the Grade 8 test. Hudson Honors students were 10% above the NYC average at Levels 3+4 and only 5% achieved at level 1.

Table 4: Science Comparison of PS 191 All, PS 191 IEP and All NYC (ARIS Data)

Group/Grade	Level 1 %	Level 2 %	Level 3 %	Level 4 %	L 3+4
PS 191 Grade 4	4	17	49	30	79
191 IEP Grade 4	7	20	60	13	73
All NYC Grade 4	4	14	39	43	82
PS 191 Grade 8	5	30	50	15	65
191 IEP Grade 8	6	47	41	6	47
All NYC Gr. 8	12	33	39	16	55

P.S Special Education Student Performance on ELA and Math Tests

Using the MSS as a measure, P.S. 191 Special Education achieved slightly better on the Spring 2010 ELA test than District 3 Special Education students except in Grade 5. While this is undoubtedly not a dramatic difference, it supports the inference that, except in Grade 3, the great majority of our Special Education students are achieving at the basic level or above.

Table 5: General Education compared to Special Education Performance on Spring 2010 State ELA Tests (includes MSS for P.S. 191 and District 3)

Grade	Group	MSS 191 and District 3 Spec. Ed. MSS (bold)	Level 1 %	Level 3 %	Level 4%	Level 3+4 %
3	Gen Ed	665.6	8.8	35.3	11.8	47.1
3	Spec. Ed	648.2 (646.2)	54.5	18.2	9.1	27.3
4	Gen Ed	670.8	0.0	46.9	0.0	46.9
4	Spec. Ed	649.0 (645.3)	30.0	30.0	0.0	30.0
5	Gen Ed	666.2	3.1	50.0	0.0	50.0
5	Spec. Ed	653.5 (656.4)	38.5	23.1	0.0	23.1
6	Gen Ed	657.5	13.7	27.5	2.0	29.4
6	Spec. Ed	649.7 (648.3)	28.6	14.3	0.0	14.3
7	Gen Ed	664.8	4.3	28.3	4.3	32.6
7	Spec. Ed	NO Data: Only 4 students				
8	Gen Ed	651.4	6.3	41.7	0.0	41.7
8	Spec. Ed	635.7 (633.6)	33.3	13.3	0.0	13.3

Special Education students achieved on higher level on the state math tests than they did in reading. Scale scores in Grade 3 averaged at Level 3 and were near Level 3 (674-698) in Grade 6 (661.7) where they outscored the general education students. A majority of students scored at the basic Level 2 or above in all grades (see Table 6).

Table 6: General Education compared to Special Education Performance on Spring 2010 State Math Tests

Grade	Group	MSS	Level 1 %	Level 3 %	Level 4 %	Level 3+4 %
3	Gen Ed	690.5	0.0	26.5	17.6	44.1
3	Spec. Ed	685.9	36.4	18.2	18.2	36.4

4	Gen Ed	681.7	6.3	40.6	25.0	65.6
4	Spec. Ed	652.9	30.0	30.0	0.0	30.0
5	Gen Ed	671.4	3.1	56.3	0.0	65.3
5	Spec. Ed	654.5	38.6	23.1	7.7	30.8
6	Gen Ed	660.4	9.8	23.5	2.0	25.5
6	Spec. Ed	661.7	28.6	14.3	14.3	28.6
7	Gen Ed	662.6	13.0	19.6	8.7	28.3
7	Spec. Ed	No Data Only 3 students				
8	Gen Ed	672.9	8.3	31.3	16.7	47.9
8	Spec. Ed	648.4	40.0	20.0	0.0	20.0

English Language Learners (ELLs) Performance on State ELA and Math Tests

As a group PS 191 ELLs scored significantly higher on the spring ELA test than did District 3 ELLs. As shown in Table 7, over 10% more P.S. 191 ELLs achieved at Levels 3+4 than did the district as a whole, and almost 16% fewer scored at Level 1 (see Table 7).

Table 7: ELLs Performance on the Spring 2010 State ELA Test

Grade	Group	Level 1 %	Level 3 %	Level 4 %	Level 3+4 %
All 3-8	P.S. 191	31.6	15.8	0.0	15.8
All 3-8	District 3	47.4	5.3	0.0	5.3

Surprisingly, P.S. 191 ELLs performed less well in math than did District 3 as a whole. Over 12% fewer school ELLs achieved Levels 3+4 than District 3 students, and 5% more achieved only a Level 1 (see Table 8). The data indicates that we must review the math program that we are providing ELLs. In Grades 3 and Grade 5 we will use an I-Zone program for math, as well as reading, and hope that this will assist students in those grades. We will examine the kind of math instruction that each students is receiving and make the needed adjustments.

Table 8: ELLs Performance on the Spring 2010 State Math Test

Grade	Group	Level 1 %	Level 3 %	Level 4 %	Level 3+4 %
All 3-8	P.S. 191	26.3	15.8	5.3	21.1
All 3-8	District 3	21.2	27.2	6.2	33.4

Other School Initiatives that Build on School Strengths

Building Capacity to Provide for the social and emotional as well as academic and intellectual growth: 2009-10 was the initial implementation of a system of expectations for student behavior (PBIS). (Note: PBIS was originally a DOE funded program and was used as an acronym for our program). We intend to continue with a version of the program which we are tentatively calling **the TEMPLATE - MAY 2010**

Positive Climate Project--see School Goal 2. Our Guidance Team (Guidance Counselors, SBST Team, Oasis After-School Coordinator and CBO Peace First) took an active role in ensuring that the program was not simply aimed at behavioral change but at real student growth in understanding themselves and others. This was supported by training provided to the entire staff by Ramapo for Children (grant-funded) was essential in helping staff both to understand their own actions in situations of inappropriate student behavior and to choose effective responses. The Ramapo program continues in 2011-11 and was kicked off the opening day of school.

Data from a fall/spring teacher survey about school climate indicates that the institution of all aspects of the program was effective:

- A. 98% of teachers reported in Spring 2010 that due to PBIS we've achieved or made significant progress toward developing positive student behaviors that impact the effectiveness of our delivery of instruction and the overall tone of our school. In Fall, 2009, only 5% felt we had done so.
- B. There was an increase of 30% in the number of teachers who felt that, compared to previous years, the overall behavior of our school's entire student population more positive.
- C. All teachers were trained in PBIS strategies and have implemented the rewards system in their classrooms. 90% of teachers indicated on the survey that they felt the training and rewards were at least somewhat effective and 50% felt they were effective or very effective.
- D. A Guidance Team was established early in the fall term and has supported the implementation of PBIS through assemblies, professional development and teacher support. 90% of teachers reported that the Team was at least somewhat effective, and 54% it was effective or very effective.
- E. Initial efforts were made in February to put into place a system to track referrals to administrators. This system was not implemented effectively in Phase 1 but will be a major feature of the evaluative process in Phase 2 --SY 2010-11.
- F. The extensive Ramapo training provided to 100% of staff members received overwhelmingly positive feedback from staff at all levels

Building capacity to differentiate instruction to meet the needs of each learner to reach his/her full potential in all subjects and in a ways that increase each student's ability to think critically and strategically: This goal set forth last year is an asymptotic goal impossible to realize completely. That is, to meet every student's learning needs in every subject at all times is a value that the school holds and toward which we aim.. The goal was intended to address the needs of both higher performing students whom we felt we were not serving as effectively as we were students at academic risk. However, this work is part of a process of building teacher capacity to support every student. We focused on layering classroom work by differentiating assignments and providing students with more choice.

Data from Teacher-Based Survey (Fall, 2009 and Spring 2010) suggest positive steps were taken:

- A. With respect to the highest performing students, 59% of teachers reported that we were making some or significant progress toward meeting this goal. It must be noted that the phrasing of the question was achieving progress for Level 4 students rather than highest achieving students and 41% of teachers reported that they did not know because students didn't have test scores or other programmatic reasons.
- B. With respect to students at risk of poor school performance, 73% of teachers reported that their students were making good progress.

C. In terms of the larger issues underlying differentiation to meet the needs of each learner reach full potential, teachers were asked to respond to the following statement: “We understand our school’s coherent set of beliefs for best practices in teaching and learning in each subject area.” In the Spring survey 95% of the teachers reported that we had made at least some progress toward meeting that goal and 74% that we had made significant progress (53%) or had achieved the goal (21%). Spring results compare favorably with the fall survey responses where only 12% said we had achieved the goal, 29% that we were making significant progress, and 43% some progress.

Building a Collaborative Environment:

Teachers work together on revising units of study and the activities and lessons within them to meet curriculum standards more effectively. Much of the work of grade and subject area meetings is determined and carried out by teachers. Most Inquiry Teams are led by teachers and development of questions and strategies determined by them. In the elementary school the almost all teachers take part in Lincoln Center Institute. This has become a collaborative group whose focus question around “deep noticing” in the arts has had a major impact on teacher practice across the curriculum. As Lincoln Center’s research team says in its report on PS 191: P.S. 191 has moved its practice and its articulation of the LCI work further than almost any other school in the country.

Celebrating Student Work

Another strength of the school is the way we celebrate student work. Our curriculum and academic fairs, writing celebrations, hallway displays, and performances honor our students by providing an opportunity for other students, teachers, administrators, and parents to show their appreciation for creativity, effort, and, often, excellence of the presentations.

Building a Community Beyond School Walls

We have over many years developed a special relationship with Lincoln Center Institute for the Arts in Education (LCI). As an LCI focus school we have access to the professional development activities for all of our teachers. In the course of this partnership, teachers have developed the LCI teaching practice based on the work of John Dewey and elaborated by Maxine Greene. The twelve teachers who have been part of LCI have imported important aspects of this philosophy and practice into their own work on curriculum units and into their teaching practices.

Since last year we have been working intensively with other schools in the neighborhood, both on common community projects, and perhaps more importantly on developing a culture where professional development is a shared resource.

School Challenges

- Despite our growing reputation as a “hidden jewel” among District 3 schools and our determined outreach efforts, which have yielded several new partners for our school community and initial significant growth in the registers for kindergarten and 6th grade we are still under-enrolled.
- Our use of technology by students and staff is not at adequate levels. Our efforts have been hampered by lack of operational hardware, tech support, and professional development to make technology embedded in our daily work.

- While we have been successful at increasing the percentage of students who perform at and or near standards and decreasing the percentage far below, we do not yet have the percentage at Level 4 that we believe our students are capable of achieving.

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.

Principal's School Goals

In my seventh year as Principal of this school I can boldly state that we have created a successful school. We have a significant portion of our staff that is committed, highly qualified and engaged collaboratively in assuring that our core set of beliefs in all subject areas guide the implementation of our curriculum. This strong foundation is further informed by the vast expertise we have gained through our years together and by the abundance of data that we are able to use to inform us on the effectiveness of our teaching. This year we have taken enormous steps to tackle more directly what has been "our greatest challenge," student behavior. The positive impact on teacher and student attitudes may not yet be fully evident, but as per our in-house surveys we have made significant progress in tackling this issue. Our continued success in this area will surely impact many more of our students and produce even more academic growth in our progress report.

With all of this in mind, I believe our next steps toward creating an even more effective and successful school, is to continue to create opportunities for interdisciplinary curriculum, implementation of phase II in our social and emotional growth for our students, enroll more staff in inquiries that will directly impact our student outcomes and to break new ground in the area of technology, with our Izone Grant that brings laptops for all students in grade 3 and 5. Finally, I believe we will be endowed the Federal Desegregation Grant for creation of our new school, Museum Magnet for Inquiry, Innovation and Imagination.

***Goal 1:** Improve student performance in ELA in SY 2011 by a 7% increase in students performing at levels 3+4 on NYS ELA tests by moving toward an integrated and interdisciplinary curriculum--where core subjects support each other so that there is a positive impact on learning outcomes due to enhanced student engagement, more creative and interesting work, as well as greater clarity in and application of key concepts. 100% of ELA and Social Studies teachers will have engaged in professional development and work groups around developing an integrated and interdisciplinary curriculum by June, 2011.*

***Goal 2:** Continue to develop the social and emotional growth of all students by implementing clear expectations for student behaviors across the school--a positive climate project--toward the end of reducing by 10% student suspensions in OORS between SY 2010 and SY 2011, positive response to school surveys about school climate, and an improvement of 5% in the percentage of teachers and students responding positively to school climate questions on the Learning Environment survey. In Phase 2 there will be a system of supports that include*

proactive strategies for defining, teaching, and supporting appropriate student behaviors. Students and staff will collaborate on creating behavioral expectations for all public/shared spaces including classrooms, hallways, stairwells, school yard, etc. that will impact all times of the school day.

We strongly believe that teachers working on Teams enables them to engage in professional development opportunities that foster opportunities for reflection, build leadership capacity, and this allows teachers to continually revise classroom practices to improve learning outcomes. These are the ingredients necessary for providing a supportive, collegial community for educators.

Goal 3: *To engage classroom and out-of-classroom teachers in structured professional collaboration, often using an inquiry approach that promotes shared leadership and focuses on improved student learning. In SY 2011 distributed leadership structures will be embedded and ensure that teachers are part of key decisions that affect student learning across the school increasing by 5% teacher satisfaction and sense of empowerment as reflected in school surveys and on the DOE Learning Environment survey.*

A classroom setting in which we expect all students to achieve to high academic standards requires fast-paced, highly differentiated instruction. The technology-driven transformation of the workplace over the past two decades has led educators to use technology to assist them with their complex, challenging work.

One way we at PS 191 can do this is by using an Integrated Learning Systems (ILSs) that leverages technology to advance each student at his or her optimal pace can lead to accelerating student learning and closing the achievement gap.

Another way we can use technology is by maximizing our school's individual and collective use of the NYCDOE's ARIS system. Using ARIS our teachers can participate in digital communities, networking, and communication within our school, as well as with the larger NYCDOE educational community. This technology tool can be a place where teachers share and access resources, expertise, and experiences with colleagues. Also, teachers can communicate with each other and other educators about their Inquiry Team work. And, within ARIS they can also easily access student data to make adjustments to instruction.

Goal 4: *To increase the use of technology in Grades 3 and 5 in SY 2011 in general education, special education and for ELLs such that there is an average increase of 5 scale score points in NYS math and ELA assessments in Grades 3 and 5 for all categories of students and a positive response to the use of the internet in social studies and other research in Grades 3 and 5 as measured by in-house surveys.*

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.

Core Subjects

Subject/Area (where relevant):

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Improve student performance in ELA in SY 2011 by a 7% increase in students performing at levels 3+4 on NYS ELA tests by moving toward an integrated and interdisciplinary curriculum--where core subjects support each other so that there is a positive impact on learning outcomes due to enhanced student engagement, more creative and interesting work, as well as greater clarity in and application of key concepts. Further, 100% of ELA and Social Studies teachers will have engaged in professional development and work groups around developing an integrated and interdisciplinary curriculum by June, 2011.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Summer 2010</p> <ul style="list-style-type: none"> • Teams of middle School teachers (ELA & Social Studies, Math & Science) during June planning days worked together to develop collaborative projects that support core subject objectives to be implemented during school year 2010-2011. • Conducted teacher study groups/book clubs/professional development on Stephanie Harvey’s <i>Comprehension and Collaboration: Inquiry Circles in Action</i>, beginning in the summer of 2010. Individual teachers take on this work as the school year unfolds. • Principal, Assistant Principals, Staff Developer receive professional development from Fordham PSO on Common Core Standards. <p>Fall 2010</p> <ul style="list-style-type: none"> • K-8 classroom teachers receive professional development in the common core standards and

curriculum mapping during grade meetings (elementary school) and subject meetings (middle school).

- K-8 teachers begin developing core subject curriculum maps and integrate developing knowledge of the common core standards. This work occurs in grade/subject meetings and during after-school hours sessions, and is supported by the staff developer and teacher leaders.
- Elementary school teachers, during early dismissal professional development sessions (which occur 6x a year on Fridays) work in collaborative teams (K-1 science, K-2 social studies, 3-5 social studies, 2-5 math) to create and develop curriculum supports such as core sets of beliefs related to core subjects, portfolio designs, assessments, student work celebrations, etc.

Winter 2010 –Spring 2011

- K-8 classroom teachers receive professional development and collaborating planning opportunities from an expanded support system: school staff developer, teacher leaders, and now from the newly-hired Magnet Specialists, District 3 Magnet Curriculum Specialists, and from museum educators connected to institutions we have developed partnerships with through our magnet program (i.e. American Museum of Natural History, New York Historical Society, NY Hall of Science, Museum of the City of New York).
- Professional development and collaborative curriculum planning occurs onsite during grade/subject meetings, after-school hours and off site (at museums, during District 3 Magnet Program ELA, Social Studies and Science curriculum mapping institutes during midwinter and spring recess).
- Curriculum maps that teachers create are posted online via the District 3 Magnet Grant website and accessible to all staff at our school.
- Over time teachers' developing curriculum maps begin to integrate the common core standards, technology, interdisciplinary project-based learning and elements of our magnet theme (museums, inquiry, innovation and imagination).

	<p>Summer 2011</p> <ul style="list-style-type: none"> Teachers attend District 3 Magnet Program curriculum institutes over the summer to refine existing core subject maps, as well as develop lesson plans to accompany these maps.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<p><i>Title I “professional development” funds were applied to Literacy Coach to support all aspects of Goal 1—particularly in grade and subject area meetings with teachers</i></p> <p><i>\$400,000 Year 1 Federal District 3 Magnet Grant was awarded to support our new initiative: the Museum Magnet for Inquiry, Innovation and Imagination. Supports include the following:</i></p> <ul style="list-style-type: none"> <i>Purchase of the services of two full-time Magnet Specialists</i> <i>Cost of collaborations with magnet program partners</i> <i>Per Session funds for professional development for teachers and other relevant staff</i> <i>Outside of funds allocated to the school, the magnet grant will support out-of-city conferences, the District 3 Magnet Grant website, and other services</i>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> Agendas, notes, and reflections on teacher professional development and work groups Positive orientation to school as evidenced on NYCDOE student survey of middle school students. Positive orientation to school as evidenced by in-house survey of students in grades 3-8. High levels of teacher satisfaction with curriculum mapping in the core subjects and in magnet-theme integration as evidenced by in-house staff surveys. New curriculum maps posted on District 3 magnet website Improved student work presented at Academic Fairs, Science Fairs, math events and writing celebrations (albeit subjectively) by administrators and teachers.

Social and Emotional Growth

Subject/Area (where relevant): _____

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Continue to develop the social and emotional growth of all students by implementing clear expectations for student behaviors across the school--a positive climate project—toward the end of reducing by 10% student suspensions in OORS between SY 2010 and SY 2011, positive response to school surveys about school climate, and an improvement of 5% in the percentage of teachers and students responding positively to school climate questions on the Learning Environment survey. In Phase 2 there will be a system of supports that include proactive strategies for defining, teaching, and supporting appropriate student behaviors. Students and staff will collaborate on creating behavioral expectations for all public/shared spaces including classrooms, hallways, stairwells, school yard, etc. that will impact all times of the school day.</i></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"> • Hire a PBIS coordinator with responsibility for guiding the schoolwide PCP activities and for developing parent involvement program • PD from Ramapo for Children as per Year II of Fordham CEIS grant. Ramapo will create a series of workshops starting from Sept. 7, focusing on developing the theory and practice of implementing “restitution” not “punishment.” • Continue to develop the role of the Guidance Team to include leading schoolwide PCP activities, fully utilizing the “Town Hall” approach where small groups and classes of students’ video dramatizations of expected behaviors, discuss implications, and learn how to interact with others who exhibit inappropriate behaviors, and monitoring student referrals. • The Guidance Team (APs, Guidance Counselors, SBST Team) will meet weekly with a rotating roster of classroom and other teachers and staff. It will meet monthly with subcommittees from PS 191 and Hudson Honors. • Continue to develop an in-house system of tracking student behavior challenges. • Additionally, we will be working with families around PBIS goals through expanded outreach (i.e. workshops,

	parental meetings with Guidance Team, etc.).
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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"> • FSF funds were set aside to hire a “community associate” to coordinate PCP programs for students and families in cooperation with the parent coordinator. • As indicated above the Ramapo for Children professional development is supported by a Fordham CEIS grant. • FSF funds set aside for the data specialist will support the SWIS data tracking system. • Meeting times for Guidance Team and other staff are part of the school schedule.
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"> • Decrease in school-based “referrals to administrators” between November 2010 and June 2011 • October 2010 publication of a list of established procedures for dealing with “referrals to administrators” developed by the Guidance Team, reviewed and approved by administrators and teachers • Implementation of system of restitution for all student referrals • Document student participation in Town Hall experiences

Subject/Area (where relevant):

Leadership development & Professional collaborations

Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<i>To engage classroom and out-of-classroom teachers in structured professional collaboration, often using an inquiry approach that promotes shared leadership and focuses on improved student learning. In SY 2011 distributed leadership structures will be embedded and ensure that teachers are part of key decisions that affect student learning across the school increasing by 5% teacher satisfaction and sense of empowerment as reflected in school surveys and on the DOE Learning Environment survey.</i>
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>Professional Collaborations</p> <ul style="list-style-type: none"> • New Inquiry Teams, driven by teacher-initiated interest, questions and wonderings, begin in the fall. Teachers who wish to facilitate these teams are required to submit a proposal to the Principal detailing what the focus of the inquiry is or the guiding question of their inquiry will be. Then the Principal will make decisions on which Inquiry Teams will be implemented based on

school and students' needs, budget, and leadership skills of the proposed Inquiry Team facilitator.

- Postings for per-session, after-school Inquiry Teams will be made public to the staff, once the Principal has approved specific Inquiry Teams.
- If, during any point in the school year, a teacher wishes to begin a new Inquiry Team, based on a new inquiry project, that teacher may submit a proposal to the Principal, as was done with the other Teams in September.
- Inquiry Teams from the 2009-2010 may continue into the 2010-2011 school year if there is teacher interest and the Inquiry demands it. For example, this may include work by our Executive Function Inquiry Team and our Lincoln Center Institute Inquiry Team.
- Elementary school teachers will also work within collaborative teaching communities:
 - Around Social Studies, Science or Math. They will work with colleagues during professional development sessions held 6x a year on days we have early dismissal for students.
 - During weekly grade meetings for teachers PK-8 as an ongoing, staff development mechanism, where teachers focus on a variety of issues including, but limited to the common core standards, curriculum planning, assessment, magnet theme integration, technology, professional development with Ramapo.
- Middle school teachers will also work within collaborative teaching communities:
 - During core subject meetings, which are weekly, optional meetings that will focus on a variety of issues including common core standards and curriculum planning.
 - During weekly grade meetings in which teachers focus on the needs of individual students and groups of students.

Distributive Leadership

- Teacher leaders, for the first time, will serve on Leadership teams in collaboration with the Administration to help support organizational and instructional coherence. There will be 3 teams: one for middle school, one for elementary school, and one for the Magnet Grant. The middle school Leadership Team has been meeting weekly since the Fall. The elementary and magnet leadership teams will begin meeting, most likely after school hours, beginning in November..

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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"> • Inquiry Teams, which will occur for per-session, after school, will be funded from the school's Inquiry Team allocations. The majority will begin in October and run through June. • Per session funds from the magnet grant will be used to fund relevant portions of the distributive leadership plan. • Per session funds for Ramapo are provided through the CEIS grant. • Professional development support will be provided by a combination of the school's staff depending on the objectives, including the literacy coach, the Assistant Principals, teacher leaders, and the guidance team. Additional support will be provided by the new magnet program in the form of the newly hired Magnet Specialists, and the magnet partner organizations (i.e. New York Historical Society, New York Hall of Science, American Museum of Natural History, Museum of the City of New York, Institute for Learning) • P-K-8 grade meetings are mandated, and occur once a week during a prep time. Middle school subject meetings are not mandated and occur once a week during a prep time. Elementary school subject team (K-1 science, K-2 social studies, 3-5 social studies, 2-5 math) occur 6x a year during afternoons in which students are dismissed early (as per an approved SBO). • HHMS Leadership team meeting occur weekly during the teacher leaders' prep, and occasionally after school hours, as needed. The elementary Leadership team meeting and the magnet team meetings will occur after school hours approximately 2x a month.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • In-house staff surveys demonstrating high satisfaction with the aforementioned professional collaborations. • More participation of staff on inquiry teams in 2010-2011 than in 2009-2010. • Review of professional development agendas and notes to ensure that collaborative work aligns to schoolwide goals.

Technology

Subject/Area (where relevant): _____

<p>Annual Goal #4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>To increase the use of technology in Grades 3 and 5 in SY 2011 in general education, special education and for ELLs such that there is an average increase of 5 scale score points in NYS math and ELA assessments in Grades 3 and 5 for all categories of students and a positive response to the use of the internet in social studies and other research in Grades 3 and 5 as measured by in-house surveys.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Integrated Learning Systems</u></p> <ul style="list-style-type: none"> • Beginning in September, the school will implement the use of ELA and Math Integrated Learning Systems (ILSs) for our 3rd and 5th grade students and teachers as a result of our participation in a NYCDOE’s Izone grant to complement our existing ELA and Math curricula. • These computer-based learning activities and assessments will help teachers develop and assign individually-tailored learning plans. • The ILSs then report on student progress in real-time, enabling teachers to quickly identify trends, diagnose student learning needs, and focus their efforts on the topics students find most challenging. • Computer-based diagnostic assessments will identify students’ current levels of mastery and learning gaps. • The ILSs will provide a library of standards-aligned interactive digital content and learning activities that appeal to students’ interests and engage their higher-order thinking and problem-solving skills. • Teachers will access lesson planning tools that allow them to easily find, assign and sequence content and learning activities to students on a whole-class, small-group, and individual level. And, the ILSs provides classroom management tools that enable teachers to view progress of each student across each standard and learning activity, including reports that highlight areas needing corrective instruction for each student and suggestions for appropriate lessons and content. • The ILS software will be provided at no cost to the school by the Izone grant funding • The DOE will pay for all of the ILS program and PD costs, including teacher per-session. Total training and support begins over the summer of 2010 and is followed by regular planning/follow-up support through the school year. • Students will receive netbooks in September. The

	<p>school will have bandwidth upgrades necessary for running the ILS, which will be implemented in the Summer of 2010.</p> <ul style="list-style-type: none"> • And, the DOE will provide implementation support staff for schools and technical-support staff as a service to teachers. • Finally, we expect that students, other than those in grades 3 and 5, will be able to use the netbooks funded by the Izone grant, for inquiry projects described in CEP goal #3. <p><u>Inquiry-Based Learning</u></p> <ul style="list-style-type: none"> • Students and teachers in Grades 3 and 5 use netbooks to support research in ELA and Social Studies stemming from students' inquiries • Student inquiries include using the internet to research specific social studies projects in American history and world cultures. <p><u>Magnet Program Technology</u></p> <ul style="list-style-type: none"> • To support inquiry, innovation and interdisciplinary project-based learning the school will be growing its hardware and software resources using magnet grant funding over the next 3 years, including: <ul style="list-style-type: none"> ○ Auditorium project and lighting system ○ Digital video cameras ○ Projectors & laptops for teacher demonstration purposes ○ Desktop computers ○ Netbooks and netbook carts ○ Audio speakers ○ Discovery Education Streaming Plus subscriptions ○ Digital science equipment (scales, microscopes, temperature probes) • To support students and staff utilization of hardware and software so that they may participate in inquiry, innovation and interdisciplinary project-based learning, one of the 2 magnet specialists to be hired will have technology expertise in the area of professional development, technology curriculum integration, and technology maintenance and repair.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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"> • PD connected to the Izone grant is funded by the Izone grant and will begin in August and continue throughout the school year at the school site, and off-site. • Netbooks for students, and accompanying media carts arrived the summer of 2010 and were put to use by students in September 2010. These netbooks are funded by the Izone grant.

	<ul style="list-style-type: none"> • Infrastructure upgrades to the school to support the technology of the Izone grant is funded by the Izone grant, and began in the Spring of 2010 and will continue through the Summer. • NYSTL hardware and software funds will be applied to support classroom technology as well as the magnet grant. • Magnet grant allocations to fund technology hardware/software and the Magnet Specialist with technology expertise will be available to our school sometime in November.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • In-house staff surveys demonstrate increasing use of, and satisfaction with, the developing use of technology to support the Izone program and the Magnet program. • Curriculum maps, as a result of professional development that supports the magnet program, show an increasing use of technology on the part of the students. • Curriculum fairs in Grades 3 and 5 reflect student use of technology in independent inquiry projects

D 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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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		1**	N/A	N/A	4+5**	1	3	
1	7+15	7+1	N/A	N/A	1+3*+7**	7	4	
2	8+4	6+1	N/A	N/A	5+12*+7**	7	4	
3	6+1	6 + 5	N/A	N/A	9+6*+5**	5	4	
4	10+3	7+3	10		8+3*+8**	3	4	
5	7+3	6+3	5		7+6*+13**	40 (includes whole group sessions)	8	
6	5	5	10		6+3**			
7	8	6	7	5	10			
8	6	7	6	10	9	1		
9								
10								
11								
12								

1. Regular type indicates that students were seen after-school or in extended day; **Boldface type** indicates that they were seen in AIS by SETSS or reading teacher during the school day. Grade 6-8 students were seen as part of push-in program by SETSS teacher.
2. No* indicates that students were seen by full-time Guidance Counselor; * Indicates that students were seen by F-Status Guidance Counselor; ** Indicates that students were seen by Counseling in the Schools

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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:	Supports for Grade 1 included small group work with Voyager Passports reading and After school program developing fluency through Readers Theater. Grade 2 supports included small group guided reading and vocabulary development. Grades 3-5 supports included intensive work with individually assessed needs both in reading and writing with special attention placed on building on areas of student strengths. In Grades 6-8 students participated in intensive weekend institutes several times per year.
Mathematics:	AIS supports in mathematics focused on student assessments based on unit work. Teachers focused on students who had not mastered the concepts in the units recently covered. In a few groups in Grades 3-5, there was a focus on developing students' basic number sense.
Science:	In all grades, the AIS focus was on reading and analyzing science text in relation to guided questions about critical grade level concepts. In addition basic science skills, including accurate measurement, reporting on science activities, and understanding and using the scientific method
Social Studies:	In Grade 5, AIS activities focused on responding to a variety of documents including maps, both orally and in writing, developing students' ability to coordinate students' understanding of textual material with illustrative or support documents. In Grade 7 and 8, attention was paid to supporting students understanding of textual material—particularly in relation to its relevance to students' own experience. Additional support was provided with document-based question.
At-risk Services Provided by the Guidance Counselor:	Guidance services were provided in a variety of contexts. All counselors provided individual and group counseling around issues such as behavior management, conflict resolution, and other social emotional issues arising from crises and chronic stressors. In addition MS counselor provided a Saturday enrichment program for students at risk.
At-risk Services Provided by the School Psychologist:	Supports have included assisting with curricular adaptations/modifications, teacher consultations on management strategies, on-going counseling supports to help students internalize coping and problem-solving strategies, and ongoing monitoring of behavioral/learning progress resulting from interventions/consultations.
At-risk Services Provided by the Social Worker:	Students were seen individually and in groups for counseling, crisis intervention or other crisis related to sudden change of behavior –loss in family or other family/home stressors. Also educational neglect, child neglect, and abuse or health issues addressed through parent, staff, and other agencies which included consultation as well as individual support

	for students.
At-risk Health-related Services:	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

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

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

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.

- 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.
- 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.

Section I. Student and School Information

Grade Level(s) K-8 Number of Students to be Served: 36 LEP 10 Non-LEP
Number of Teachers 4 Other Staff (Specify) **Guidance Counselor**

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under

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

There minor changes to our Title III Project for 2010-11. They are based on what we learned last year about maximum impacts on ELL student learning. The teacher –assisted programs will run from Nov. 15- June 10.

After-School/Saturday Programs

1. The early grade ESL teacher will provide an after-school program (1 and 1/2 hours per day, 2 days per week) for students in Grades 2 and 3. The program will use the Readers Theater format to help students develop the skills and confidence to use complex and differentiated oral language. Students interact around the background of the scripts from a wide variety of genres, including some they create themselves, learn to read the scripts, develop the characters expressively, rehearse, build scenery and/or props, and present the play. Rehearsals are videoed and played back so students can critique their work and develop it further. Students do much talking, reading, and make many decisions before performing their work for parents, in classrooms during the school day, and for the after-school program.
2. Licensed ESL teachers will focus on ELLs at all three levels of proficiency in Grades 5-8 in a variety of groupings (two days per week for two hours) based both on fluency and grade level. The work will concentrate on the development of reading and writing skills in support of the classroom curriculum in ELA and Social Studies.
3. The Guidance Counselor will work with a mixed group of middle school ELLs and English-proficient students on school community projects which the students will develop and implement (1 hour per week). ELLs will work with non-ELLs to promote oral language and social communication. Students will report on their projects using existing video technology and developing photo essays to build communication skills.
4. Saturday Museum program for ELLs and their parent. On four Saturdays, an ESL and classroom teacher will introduce a group eight to ten Grade 4-5 ELLs and students who have tested out of ESL to museums. Museums will be chosen to extend classroom social studies projects. Students will focus on specific exhibits, notice details of the exhibit, raise questions about parts of the exhibit they wonder about or want to know more about and photograph or videotape parts of the exhibits that interest them. In one two-hour session after each trip students will work with a teacher to do some research about their questions, and put together a short video or photo essay about the experience.

Support for ELLs in Classroom Environment

ELLs will be supported in their classroom environments using computer programs (Rosetta Stone, Soliloquy, and other spoken/oral reading programs). These programs will be used during the school day during SSR and independent reading. These programs meet the student at their

appropriate level and can extend English language instruction beyond their established ESL periods. Program requirements to provide m for each ELL: 1 computer, 12 head phones, and 5 external hard drives (due to age of classroom computers). Equipment is needed to ensure that all ELL students have access to suitable technology and programs. The ESL teachers will work with classroom teachers to establish specific programs needed for each proficiency level.

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.

Section III. Title III Budget

School: P.S. 191 **BEDS Code: 310300010191**

Allocation Amount:		
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	10,401.60	184 hours of per session for ESL and General Ed teachers, and 24 hours of per session for Guidance Counselor (GC) to support ELL Students: 184 hours x \$49.89 (current teacher per session rate with fringe) = \$9,179.76) plus 24 hours x 50.91 = 1,221.84 (GC per session)
Purchased services - High quality staff and curriculum development contracts.	500.00	PD purchased for ESL teachers from DOE to support development of ESL program
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	2,898.40	1 dell computer for classroom (\$660), 4-5 external drives for old classroom computers (\$250), 5 portable tape recorders (\$100), 13 headphones, books on tape, basic materials and supplies to support after-school projects \$(250); Subway costs/Museum admissions for adults for Saturday trips
Educational Software (Object Code 199)	1,200.00	5 Rosetta Stone classroom language development @\$204 each, other ESL supportive software
Travel		
Other		

TOTAL	15,000.00	
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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.

Discussions with the parent coordinator and other school personnel who have direct contact with parents (school secretary, guidance counselors, social worker and nurse, were used to estimate our translation needs. Our parent coordinator is a native Spanish-speaker and provides oral translations for other school personnel and written translation for all school communications with Spanish-speaking parents—by far the largest group requiring translation. Whenever written communications from the DOE are necessary, the school uses the DOE translations, including report cards. On staff we also have speakers of Haitian-Creole, Mandarin, and Italian who have occasionally provided additional translation support. In 99.5% of cases, the supports provided within the school and by the DOE have served our parents well.

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.

For clear and unambiguous communication, about 30% (150 parents) of our parent population require language assistance with either written or spoken English. Of those who need support, over 91% are Spanish-speaking. The other 9% (about 10 parents) speak a variety of languages. These findings were discussed and confirmed at the Title 1 Parent Committee meeting and at the SLT as part of CEP planning. The 2008-09 DOE Parent Survey suggests that the needs of parents are being met: all home-school communications—including parent handbook, monthly newsletter, and other school information as well as general and specific DOE information is translated into Spanish. Official information about assessment is communicated in home language (Japanese, Russian, Bengali, French, and Chinese).

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.

Our home-school compact, monthly newsletter, parent handbook, flyers, parent survey, and other home-school communications are translated on-site into Spanish. Critical communications such as report cards, letters regarding promotions, attendance, and other official matters are provided to parents in Spanish, Japanese, Russian, Bengali and French from the DOE websites.

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 translation in Spanish can be provided on-site by the Interim-Acting Principal, AP, Guidance Counselors, Parent Coordinator, and several teachers. As indicated several other staff can provide support to other non-English-speaking parents. Of the nine percent of our parents who are not native speakers of English, about 90% are fluent in English.

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>.

A. A copy of the notice informing parent about their rights regarding translation and interpretation services in covered languages and instructions on how to obtain such services is sent to all non-English and non-Spanish speaking parents who are now in the school. Parents of new registrants will receive the notice in their primary language as part of their registration packet.

B. A sign in each of the covered languages is posted prominently in the Main Office to which all visitors to the school must come, regardless of their language status.

C. This information in B is included in the school safety plan, indicating that no person may be refused entrance to the main office because of language barriers.

D. Parents are informed that their child may need a translator into the home language for the standardized exams. Translators are then provided if there is no parental objection.

E. Any additional needs for translation that cannot be provided within the school community will be purchased from the DOE approved translation services and will be funded by Title 1, LEP, and other funds available in the school budget for translation/interpretation.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$300,472	101,459	401,931
2. Enter the anticipated 1% set-aside for Parent Involvement:	3004	1014	4018
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	15,023	*	
4. Enter the anticipated 10% set-aside for Professional Development:	30,047	*	

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.

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

*The Amsterdam School
P.S. 191/Hudson Honors*

*Parent Involvement Policy
Revised May 2009*

The school cannot function without the engagement of families in the children's learning, and parents cannot ensure that their children receive a high-quality education without the support of the school. This partnership is essential to the success of our children.

In addition to regularly scheduled parent/teacher meetings, parents can and are encouraged to make appointments with teachers and other school personnel to discuss specific concerns about their children's education at P.S. 191/Hudson Honors. These are the fundamental tools for parent/school cooperation.

The school celebrates student work in all academic areas through curriculum fairs in all core areas and publishing parties. These fairs and parties are opportunities for parents to see the work that their children are producing and to share in the celebration of that work. These events are important ways for parents to share children's school life and to see their growth. Family events are also part of our work with Lincoln Center Institute and give parents insight into arts education at the school.

There are three other major mechanisms for parent involvement in the children's education.

- 1. Parent Association (The Amsterdam School PA)*
- Class Parent/Title 1 Committee*
- 3. School Leadership Team (SLT)*

***The Parent Association** meets monthly. The PA supports the school through projects: school beautification, spring fair, book fairs, school store, and lunchtime food sales, and student/family activities such as dances, and a Winter Gala. These projects both create an atmosphere of family/school cooperation and raise funds for other student activities such as trips. They also provide liaisons with the SLT through elected members. The many activities of the PA support many forms of participation and involvement.*

***The Class Parent/Title 1 Committee** meets monthly. This Committee represents parents from every grade and its members are in close contact with the parents in each class. It is an ideal vehicle for parent involvement in Title 1. It makes recommendations about general school matters and Title 1 concerns directly to the SLT.*

Specific Title 1 responsibilities:

- (1) Convenes annual meetings to inform all parents of the school's participation in Title 1, Part A requirements, and the right of parents to be involved in those programs. Meetings are held in September in morning, late afternoon, and evening sessions;*
- (2) Reviews and revises the school Parent Involvement Policy for inclusion in the parent handbook;*
- (3) Reviews and revises the Home-School Compact to be approved by a vote of the SLT; ensures the widest possible support for the Compact by urging all parents to sign it;*
- (4) Provides information about the school's student assessment processes, and the proficiency levels students are expected to meet. It sponsors workshops by school staff and others on these and other topics of concern or interest to parents;*

(5) *Plans for workshops and other activities that enable parents to support children's achievement and enhances educational opportunities for children and parents;*

(6) *Provides input into the CEP planning process, with special attention given to schoolwide projects that are funded by Title I. This input is based on a review of parent surveys and conversations about school needs discussed at a regularly scheduled meeting.*

The School Leadership Team meets monthly. It is composed of equal representatives of staff and parents. It includes representatives of the PA and the parent body as a whole. It has primary responsibility for developing the Comprehensive Educational Plan (CEP). It uses information from parents, faculty, and student surveys as well as schoolwide assessment data (testing, portfolio and other assessment data). Under the guidance of the principal, the SLT aims to improve the instruction provided in all areas: intellectual, social, emotional, and aesthetic.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school. **The school PIP was revised in April 2010.**

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school. **The Parent-School Compact is signed by new parents at registration or in the first week of school for returning parents.**

Public School 191/Hudson Honors Middle School

A COMPACT FOR LEARNING

We, the P.S. 191/Hudson Honors Middle School Community, establish this Compact for Learning in order to foster the growth of academic skills and to support the success of our students, so that all may read, write, think and do mathematics well and independently. We believe this can be done by a partnership of parents, guardians, families, students, teachers, administrators and our Principal.

Parents, Guardians, and Families' Responsibilities

We will:

- make sure our child attends school regularly, is on time, and is prepared to learn with all homework completed daily, including reading (or being read to) for 30 minutes;
- discuss homework daily and know what skills our child is learning each day;
- do activities at home that continue our child's learning;
- get a library card for our child and visit the library regularly;
- attend parent-teacher conferences and communicate with our child's teacher through notes and conversations about how our child is doing in class.

Student's Responsibilities

We will:

- come to school every day, on time, and ready to learn (93% attendance is expected);
- pay attention to my teachers and ask questions when I need help;
- read for 30 minutes each day, or ask a family member to read to me;
- write each day in my writing journal;
- complete my homework on time and return it to school daily.

Teachers' Responsibilities

We will:

- provide high quality teaching and leadership to our students and their families;
- communicate frequently with families about our students' growth in reading and show them how they can help;
- participate in meaningful professional development in how best to teach reading and writing and in how to communicate with families;
- hold at least two parent-teacher conferences each year and respond to notes and other communications with families.

Principal's Responsibilities

I will:

- set high standards in all subject areas by ensuring that every classroom offers a challenging curriculum;
- report publicly on schoolwide test scores and help teachers and families understanding how to set and maintain high standards of work for every child;
- provide workshops on academic standards and ways to ensure the standards are practiced in school and at home.

Student's Name/Signature: _____

Parent/Guardian Signature: _____

Teacher's Signature: _____

Principal's Signature: _____

Public School 191/Hudson Honors Middle School

210 West 61st Street, New York, NY 10023 • phone 212 757-4343 • fax 212 757-1022

Maria E. Verdesoto, Principal

Sandra Pérez, Assistant Principal, HHMS • Mary Negrón, Assistant Principal, PS 191

UN COMPACTO PARA PARENDER

Nosotros, lo comunidad escolar de Escuela Publica 191/Hudson Honors Middle School, establesemos este Compacto para aprender y apoyar el crecimiento de nuestros estudiantes, para que todos puedan leer, escribir, pensar y hacer matemáticas independientemente. Creémos que esto se puede alcanzar con una colaboración de padres, guardianes, familias, estudiantes, maestros, administradores y con nuestra Directora.

Responsabilidades de los Padres, Guardianes y familias:

Nosotros nos:

- vamos a asegurar que el estudiante asista a la escuela regularmente, este a tiempo. Y este preparado para aprender con todas sus tareas completadas diariamente, incluyendo haber leído (o le que le haigan leído) por 30 minutos diario;
- discutir tareas diariamente y saber que esta aprendiendo su hijo/a cada día;
- hacer actividades en la casa que continua el aprendizaje del estudiante;
- obtener una tarjeta bibliotecaria para mi hijo/a y visitarla biblioteca regularmente;
- asistir a las conferencias de padre y maestros y comunicarse con el maestro del estudiante através de notas y conversaciones de como va el estudiante en su clase.

Responsabilidades del Estudiante

Yo:

- vendre a la escuela a tiempo y listo para aprender diariamente (93% de asistencia es esperado);
- le pondre atención a mis maestros y pediré ayuda cuando necesario;
- leeré 30 minutos cada día, o pediré que me lean;
- escribiré cada día en mi libro de escritura;
- diariamente completare me tarea y la traere a la escuela.

Responsabilidades del Maestro/a

Yo:

- proveeré una alta calidad de enseñanza como le pueden ayudar;
- participaré en desarrollo profesional para, como comunicarme mejor con las familias;
- le ofreceré por lo menos dos conferencias de padre y maestro cada año y le responderé a sus notas y otras comunicaciones con los familiares del estudiante.

Responsabilidades de la Directora

Yo:

- aseguraré que cada salón ofrezca un currículo retante y de altas normas en todas las materias;
- públicamente reportaré los resultados de los exámenes del estado, y ayudaré a los maestros y las familias mejor entender como establecer y mantener normas altas de trabajo para cada estudiante;
- proveeré talleres sobre las normas académicas y como asegurar que estas normas se practiquen en la escuela y en el hogar.

Nombre del Estudiante/Firma: _____

Firma del Padre/Guardian: _____

Firma del Maestro: _____

Firma de la Directora: _____

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.

See above "Needs Assessment"

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - 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.

See School Goals and Action Plans.

3. Instruction by highly qualified staff.

All current staff are highly qualified. *191/Hudson Honors has a highly qualified teaching staff recruited and retained by the school's strong commitment to professional growth. All teachers are certified and either hold a Master's degree or are in a Master's program. All teachers are teaching core subjects in a licensed area.*

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.

- a. *ELA instruction is supported by our literacy coach and by Stephanie Harvey's "Strategies That Work" and "Comprehension Toolkit" and the teacher materials connected to the Strategies and in math by CUNY's "Math in the City" project. Much professional development takes place in grade and subject area weekly meetings. In these meetings teachers work collaboratively with coaches and administrators to implement ever more effective units of study in all areas. Spring curriculum development days enrich and deepen old units of study and devise new ones. In addition the literacy coach and administrators provide on-going professional development for K-8 classrooms through demonstration lessons and one-on-one coaching based on observations (environmental walk-throughs, etc.).*
- b. *Inquiry teams work across the grades to examine student work and performance on Acuity tests to target instruction appropriately to all students. The Student Portfolio Review is an approach used in Grades K-5 to focus attention on the needs of all learners (See Section VI).*
- c. *Principal, Assistant Principals, and coach provide staff development for all staff and for paraprofessionals on a monthly basis*
- d. *Principal, Assistant Principal, AIS and ESL teachers, Parent Coordinator and teachers workshops held by the DOE and by our Partnership Support Organization to provide social studies support and with our community partner Gateway to provide additional professional development for special education teachers...*
- e. *A PSO grant enables us to support our students' social and emotional growth (Ramapo for Children—both 2010 and 2011).*

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

Although we are defined as a high-needs school because of our high percentage of free and reduced-price lunch population, we attract highly qualified teachers because of our commitment to high-quality professional development, collegial environment, and, probably, because our school is located in a desirable location in the Lincoln Center area of Manhattan. The principal has also developed opportunities within the

school for teachers to play leading roles in developing curriculum in ELA, science, and social studies, providing a source of professional satisfaction and growth.

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

The NYC decision to place a parent coordinator in every school has given us a major asset for increasing parent involvement. The role of the coordinator varies by school but in our school she plays a major role in each of the following areas:

- (1) the class parent system: class parents act as a liaison between the parent coordinator and all of the parents; they hold regular meetings, with informational updates, to communicate with the other parents by phone tree;*
- (2) home-school communications: the monthly newsletter, the telephone communications system (School Messenger: purchased with Title I parent involvement funds), the Parent Handbook, and all school notices are provide both English and Spanish (the primary non-English language in our population);*
- (3) the option of holding meetings/workshops/and other events at varied times of day is largely a result of having a parent coordinator on staff;*
- (4) the ability to act as a information and support resource for parents to community organizations and services, to help with transitions for children and their families (especially from 5th grade to our Middle School choice schools; in short to support families who might otherwise be at a disadvantage in areas of housing, services, and quality schools;*
- (5) the Parent coordinator gives the school a welcoming face for all—those in personal or family difficulty and those with issues and concerns about the school or their children.*

The school as a whole offers a range of activities and supports for parent engagement in children's learning:

- (1) workshops in curriculum areas to help parents understand the expectations for all academic areas See Section V and VI above on parent involvement goal and plans for 2008-09);*
- (2) regular, monthly workshops on child development and supporting children's social and emotional growth at home;*
- (3) curriculum fairs, writing celebrations, assemblies and Talent show; Lincoln Center Institute Family Events celebrate students' academic and artistic achievements and provide parents with workshops about works of art under study.*

The grants which provides service from Ramapo for Children includes a parent component which began last year and will develop over the course of this year and the years to come.

The school is reaches out to the administration and volunteer organizations at the Amsterdam Houses (the housing project across the street from which a majority of our students come) to help break the isolation of the project in the center of this very affluent community. We will engage in a variety of activities with neighboring institutions to build partnerships across the community (See School Goal 3 and its Activity Plan.

Finally, the school provides a variety of structures that enable parents to participate actively in the school community: the PA performs a variety of important services: book drive, Scholastic Books Fairs, school store, events for the entire family such as the Winter gala. These are fund-raisers but they are also community services that allow parents, students, and teachers to work together.

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.
 - 1) *Continue to integrate children from our pre-kindergarten classes into their future kindergarten classes through workshops for parents and by visits to kindergarten classes;*
 - 2) *Continue to articulate with our local day care program; parents and children are invited to visit the school for entrance into pre-kindergarten and kindergarten.*

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.
 - 1) *As a major part of School Goal 1(see above), we will focus on building school teams across the school which share a common vision and set of beliefs that will inform both curriculum and instruction across the school.*
 - 2) *The primary tool for involving teachers in decision-making about the achievement of students and the overall instructional program is the weekly subject/grade level meeting which, as indicated above, take place under the leadership of the Principal, Assistant Principals, literacy coach, and teachers assigned specific leadership responsibilities; Inquiry Teams provide a major structure through which teachers have input into the curriculum and the ways in which it is implemented.*
 - 3) *Teachers and literacy coach are continuously involved in evaluating assessment tools and strategies as part of the grade/subject meetings; as an example, middle school teachers expressed dissatisfaction with the running record as an assessment of growth in reading; this has set forth a search for a more adequate and efficient tool—a search not yet ended;*
 - 4) *Teachers use the understandings and information gained from grade level meetings to take ownership of the common curriculum; they adapt curriculum to the learning needs within their classrooms and the differential needs of their students.*
 - 5) *The newly developed access provided to teachers by the DOE’s ARIS system supports long term and immediate effects on teacher use of data to enhance instruction. The Data Specialist will work with teachers over the course of the year to make “best use” of this system.*

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.

Formative assessment is a characteristic of successful classrooms. Our quality review gave us the highest possible mark on this aspect of our program. We continue to develop strategies and methodologies to put this information to good use: both within the classroom, our AIS services, and during the added 37 minutes of the school day. Learning to plan for differentiated instruction is part of our weekly subject/level meetings (see the added emphasis on this objective Section V Goal 1) and an essential part of teacher lesson planning.

Every student who is in danger of not meeting standards receives some form of AIS service: whether during extended day, the school day or after-school, provided by AIS teachers, classroom teacher, or by SETSS teachers for students designated “at risk.” See above Appendix 1.

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.

We were delighted that in SY 2008-09 OASIS received a five-year grant to provide after-school services to our school. Close cooperation between OASIS and school staff has created an opportunity to provide a safe, secure and exciting after-school program for 100 of our students. This program not only provides a needed service to parents but engages the parents in activities which engage them more directly in school life. We have used consolidated funding to support an on-site coordinator to work with administrators, teachers, students and parents to develop a Positive Climate both within and outside the school (See Goal 2

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 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 FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated.
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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.

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.

		(✓)				Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			\$300,472	x	Relevant page numbers will follow when CEP is up-dated in accordance with magnet grant.
Title I, Part A (ARRA)	Federal	x			\$101,459	x	
Title II, Part A	Federal	x			\$11,100	x	
Title III, Part A	Federal	x			\$15,000	x	
Title IV	Federal			N/A			
IDEA	Federal	x			\$24,880	x	
Tax Levy	Local	x			All tax levy funds	x	

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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
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;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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.)
6 Students
2. Please describe the services you are planning to provide to the STH population. Guidance services for all students; School day AIS services for all students who fall below grade level expectation; AIS services will be provided by SETSS teachers and Reading teacher during the regular school day.

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 191 Amsterdam					
District:	3	DBN:	03M191	School		310300010191

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	34	36	54		91.0	93.2	91.3
Kindergarten	29	38	45				
Grade 1	39	36	44	Student Stability - % of Enrollment:			
Grade 2	44	39	36	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	40	51	38		92.6	89.5	55.6
Grade 4	53	46	48				
Grade 5	51	49	41	Poverty Rate - % of Enrollment:			
Grade 6	61	60	78	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	68	56	57		64.1	74.0	73.9
Grade 8	73	70	53				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	48	63
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	492	481	495	(As of October 31)	2007-08	2008-09	2009-10
					3	4	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	34	40	30	Principal Suspensions	55	33	59
# in Collaborative Team Teaching (CTT) Classes	0	0	9	Superintendent Suspensions	16	7	16
Number all others	25	47	50				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	42	43	46
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	16	9
# receiving ESL services only	26	24	TBD				
# ELLs with IEPs	4	7	TBD	Number of Educational Paraprofessionals	3	3	10

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	71.4	69.8	73.9
				% more than 5 years teaching anywhere	52.4	53.5	65.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	86.0	78.3
American Indian or Alaska Native	0.6	0.0	0.2	% core classes taught by "highly qualified" teachers	97.1	93.6	100.0
Black or African American	41.5	41.4	38.0				
Hispanic or Latino	45.9	38.6	45.3				
Asian or Native Hawaiian/Other Pacific	4.1	5.4	6.1				
White	6.9	10.2	9.7				
Male	50.8	45.1	47.9				
Female	49.2	54.9	52.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	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	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:				NR	
Overall Score:	34.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	2.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	23.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.8						

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 Fordham CFN 551/5	District 3	School Number 191	School Name PS191/Hudson Honors
Principal Maria Verdesoto		Assistant Principal Mary Negrón	
Coach		Coach	
Teacher/Subject Area Mary Segur		Guidance Counselor	
Teacher/Subject Area Omayra Vazquez		Parent	
Teacher/Subject Area		Parent Coordinator Damaris Carrion	
Related Service Provider		Other	
Network Leader Anita Batisti/Marge Struk		Other	

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	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	2	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	505	Total Number of ELLs	44	ELLs as Share of Total Student Population (%)	8.71%
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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.

1. Identification Procedures, Parent Orientation, Parent Selection Survey, and Child Placement and Annual Evaluation (NYSESLAT).

The following procedures take place within the first ten days after registration:

When parents come to register a child, they receive a Home Language Identification Survey (HLIS) to fill out. Once the HLIS has been completed by the parent, it is reviewed by the ESL teacher and an oral interview is conducted and eligibility for testing is determined. The LAB-R exam is then administered by one of the school's certified ESL teachers.

Ms. Vazquez is responsible for conducting the initial screening, and administering the HLIS and the LAB-R.

Ms. Vazquez, Ms. Segur and Ms. Irizarry are certified in ESL. Ms. Vazquez also has her bilingual extension and administers the Spanish LAB-R when applicable. After it is determined that the student qualifies for services, the parent is given a written invitation (parent entitlement letter) for a parent orientation. At the orientation, parents view the orientation video and are given the opportunity to ask questions. The orientation video is available in various languages to facilitate parent communication. The ESL teacher informs parents of the different options of bilingual/ESL programs that are available in the NYC public schools and their right to place their child in any of the programs.

We also inform parents of the current program we have available at our school to support our ELL population. Parents then complete the parent survey/ program selection form. If there are not enough students to form a bilingual class in the school, parents are given the option of transferring their child to another school that has the program of their choice. If parents do not make a program selection and attempts have been made to contact the parent, then the school has the option to place the student in our current ESL program.

Each spring the NYSESLAT is administered by the ESL teachers (Ms. Segur and Ms. Vazquez) to measure student progress in the areas of speaking, listening, reading, and writing. The level reached on this exam indicates progress in each of the strands and determines the amount of services required.

2. What structures are in place at your school to ensure that parents understand all three program choices? Entitlement Letters and Parent Survey and Program Selection form Procedures.

When the parents come to register a child they receive a Home Language survey to fill out. Once it has been completed and eligibility for testing is determined, the LAB-R is administered by the ESL teacher. After it is determined that the student qualifies for services, the parent is given a written invitation (parent entitlement letter) for a parent orientation. Along with the parent entitlement letter the parent is given a pamphlet describing the three program choices, in their native language (whenever possible) to prepare them for the upcoming discussion at the orientation meeting. At the orientation the parent views the orientation video (in their native language whenever possible) which gives them information explaining the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) and is given the opportunity to ask questions.

The ESL teacher will inform the parent of the different bilingual/ESL programs that are available and their right to place their child in one of the programs. We also inform the parents of the current programs we have available at our school to support our ELL population. Parents will then complete the parent survey/ program selection form. If there are not enough students to form a bilingual class in the school, parents are given the option of transferring their child to another school that has the program of their choice. Every effort is made to secure parent contact and secure all forms which are then placed in our school's compliance binder.

3. Entitlement Letters and Parent Survey and Program Selection form Procedures.

Entitlement letters are distributed once it is determined that the student is entitled to ESL services. The parent is given a written invitation (parent entitlement letter) for a parent orientation. At the orientation, the parent views the orientation video and is given the opportunity to ask questions. The ESL teacher informs the parent of the different bilingual/ESL programs that are available and their right to place their child in one of the programs. We also inform the parents of the current programs we have available at our school to support our ELL population. Parents will then complete the parent survey/ program selection form. Every effort is made to secure parent contact and secure all forms which are then placed in our school's compliance binder.

4. Procedures to place identified ELL students in a bilingual or ESL instructional programs: consultation/communication activities with parents in their native language.

Entitlement letters, orientation letters, parent survey/ program selection forms are sent out in various languages when available. The parent orientation video is also shown in various languages. Our ESL teacher Ms. Vazquez also has a bilingual extension and communicates with parents who speak Spanish. Our parent Coordinator Damaris Carrion is also fluent in Spanish and facilitates communication with parents as well.

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 been requesting? (Please provide numbers).

After reviewing the Parent Survey and Program Selection Forms for the past few years the majority of parents opted for the English as a Second Language Program selection. Out of the recent parents surveyed, only one selected the Dual Language Program but decided not

to transfer their child who was then placed in our ESL program.

6. Are the programs offered at your school aligned with parent request? If no, why not? How will you build alignment between parent choice and program offerings? Define specific steps underway.

Yes, our program is aligned with parent choice. This will be continued by making parents aware of their rights and by keeping an account of the number of families requesting ESL, Transitional Bilingual or Dual Language Programs. If there are at least 15 parents who select a Dual Language or Transitional Bilingual program on two consecutive grades, every effort will be made to accommodate parents' request.

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
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	4	2	2	1			2	4	3					18
Total	4	2	2	1	0	0	2	4	3	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	2
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	2

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

Dual Language																				0
ESL	38				4					2										44
Total	38	0	0		4	0	0			2	0	0								44

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL														

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																					

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

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
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL										

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:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	3	3	3	5	2	5	1	1					29
Chinese	2	1	1	1		1								6
Russian	1		1											2
Bengali	1	1												2
Urdu							2							2
Arabic														0
Haitian														0
French														0
Korean	1													1
Punjabi														0
Polish														0
Albanian														0
Other						1	1							2
TOTAL														

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.

01. How is instruction delivered?

a. What are the organizational models?

Our school population calls for a pull-out ESL model. However, we have teachers push in when possible. In grades K-5 our ESL teachers push-in for Language Arts instruction. In the middle school grades the ESL teacher pushes-in during ELA and Social Studies. She also pulls out for small group instruction during the week. ELL students are grouped in small groups from various classes for English acquisition focused instruction in Speaking, Listening, Reading and Writing. ESL teachers collaborate with classroom teachers and the literacy coach to make sure curriculum standards are aligned as best as possible. In the middle school, Ms.Irizarry, will push in to support students in social studies and ELA.

b.What are the program models?

Grades K-8 the classes are heterogeneous. Students in grades K-5 are in one class with one teacher most of the day. The teachers on the grade collaborate and one teacher teaches science and the other the social studies. In the 4-5 grades we have team teaching in math and social studies. In grades 6-8 children travel together as a group to each subject area teacher. Our English language learners are serviced by three ESL teachers. Ms. Segur services our Kindergarten through second grade students. Ms.Vázquez services grades three through six, and shares services with Ms. Irizarry of one eighth, and sixth graders. Ms. Irizarry also pushes in class for sixth, seventh ,and eighth grade. Students are in either a general education, or a self contained special education classroom. ESL teachers pull out students and work in small groups with them. However Ms. Irizarry does mostly push in to support the middle school students.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels?

We currently have 44 ELL students in our school. The beginner and intermediate population receive 360 minutes per week of literacy instruction, while our advanced students receive 180 minutes of reading and writing instruction. The transitional ELL population receives AIS small group instruction. ESL teachers maintain a collaborative communication with classroom teachers and the Literacy Coach in order to provide support for on-going units of study. All student class schedules are kept in our schools compliance binder.

We have three ESL certified providers; Mary Segur, Grades K-2 (19 students); Omayra Vazquez, also certified, Grades 3-8 (16 students). Ana Irizarry is also certified teacher who services our sixth, seventh, and eighth graders in a push in model. Mary Segur has fourteen beginner/intermediate ESL students that receive the mandated 360 minutes and five advanced student that receives 180 minutes. Omayra Vazquez has five beginner/intermediate students that are serviced for 360 minutes and thirteen advanced students that receive 180 minutes. Ana Irizarry is also a certified ESL teacher who services a few sixth, one seventh, and eighth grader and pushes in to social studies and ELA. Each teacher provides the mandated minutes for all students.

The pull out model supports students in Reading and Writing workshop. The ESL providers work in collaboration with the classroom teacher in order to provide optimal services for the students. The pull-out model accommodates students in various grades, levels of proficiency, and classes. Students are grouped according to the NYSESLAT and/or LAB-R results for new admits. Furthermore, although we group our students according to their proficiency level we still allow our groups to be flexible and interact with each other. Occasionally, we mix students at the beginning level with intermediate ESL students and those at the intermediate level with the more advanced students.

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.

Instructors use a variety of approaches and methods to support effective learning. Teachers both model tasks and repeat them for clarity

and understanding. Concrete materials are made available to students. These include a photo library with visuals for the students to see. Graphic organizers, paraphrasing and simplification of language with direct teaching of vocabulary are strategies used to facilitate understanding and learning. Small group instruction includes guided and shared reading tactics to aid in reading comprehension.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

We provide a variety of assessments tools to determine reading levels and specific language needs. Our school uses the Fountas and Pinnell Reading levels and uses the Rigby Leveled Assessment Guide to individually test each student and get a reading level for them. Students receive guided leveled reading instruction based on these reports. In the lower grades student data collected from running records and data collection from the ECLAS assessment to help teachers plan instruction. For SIFE students, the ESL providers organize instruction around their actual grade level with modifications such as: using a slightly slower speech rate, speaking clearly and repeating if needed and defining new words in a meaningful context. Leveled text is used in guided and shared reading instruction. During guided reading lessons teachers focus on developing word solving strategies and building students' fluency. Vocabulary development and exposure to figurative language is also emphasized. Comprehension skills and strategies are also taught in small group instruction with the ESL teachers. We use a variety of assessment methods, i.e. intensive reviews of student work, ACUITY exams, portfolios and teacher/student conferences. These tools help ensure that lesson plans are tailored for differentiated instructional needs.

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 plans for these ELLs.

Now that NCLB now requires ELA testing for ELLS after one year, ESL teachers work closely with the literacy coach and classroom teacher in order to provide students with test preparation skills. Students receive direct instruction that provides strategies in reading and writing, as well as listening that would be required for the New York State English Language Arts exam.

Lessons provided to newcomers also focus on oral language development including chants, songs, nursery rhymes, finger plays, poetry, and books with repetitive texts. Teachers model grade-appropriate reading and writing. Students are assigned to heterogeneous groups with varying levels of ability in order to foster peer interaction and support. Instruction focuses on listening comprehension, receptive vocabulary, and reading strategies. We continue to expand reading comprehension skills by retelling simple stories, fairy tales, and other familiar texts through puppets and dramatic play. Students are also introduced to the conventions of grammar, literary texts, oral language, and vocabulary in a meaningful and authentic context. Teachers use leveled texts from book rooms for guided and shared reading lessons. One of our assessment tools is the Rigby Leveled Assessment Guide which we use to find our students' reading level. The development of language is further enhanced through scaffolding, lesson planning, and delivery including visuals and graphic organizers. New software has been introduced to our beginning students to facilitate English language acquisition. The software provides individual language learning opportunities for newcomers. The Rosetta Stone computer software supports newcomers.

c. Describe your plan for ELLs receiving service 4 to 6 years.

Students are pulled out in small groups to receive English language development activities as well as reinforcement of subject matter being taught in the regular classroom. Lessons are tailored to the linguistic proficiency and needs of students.

d. Describe your plan for Long-Term ELLs (completed 6 years).

Long term ELLs receive an abundance of support across all content areas during and after the school day through a variety of Academic Intervention Services in reading and math, English at YOUR Command, Explode the Code for English Language Learners, and At-Risk SETSS services. All these services are administered as a pull-out program during the school day, except for Academic Intervention Services. At-risk students receive push-in services as well as pull out program. All these services are delivered by certified teachers.

Special attention is given to the acquisition of cultural literacy including idioms, CALP, figures of speech, and further strategies for expanding meaning such as summarizing, synthesizing, critiquing, inferring, and analyzing information that will encourage students to go beyond the literal texts and construct unique interpretations of texts through the use of leveled texts.

e. Describe your plan for ELLs identified as having special needs.

ESL, support service providers and classroom teachers work collaboratively to ensure that students' instructional needs are met. IEP's are reviewed and accommodations are made to instruction to support the academic progress of the student.

All ESL providers plan instruction according to the students' varied modalities of strength: visual, auditory, oral, written and kinesthetic learners (TPR). The ESL provider also modifies his/her language use and may use slightly slower speech rate, communicates clearly and repeats if necessary. They also paraphrase in simple terms, support verbal explanations with non-verbal cues, and provides a variety of learning assessments. Furthermore, the language objectives are established according to the students' English proficiency in relation to the language demands of the lesson.

Our ELL's are afforded equal access to all school programs including; extended day, ESL afterschool literacy and afterschool academic intervention services.

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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.
Please note that NLA support is never zero.



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?

Paste response to questions 5-145. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas. The ESL program emphasizes meaningful experiences in a low anxiety environment that promotes listening, speaking, reading, and writing skills. The thematic approach which is interdisciplinary is used to promote the four strands of English literacy. As stated in the assessment part of this document, the students' weakest area is writing. Special attention is given to writing instruction and activities. Math, science, and social studies activities are incorporated into the themes to help the students meet the standards in these subjects. ESL providers organize instruction around the students' grade level with modifications such as: using a slightly slower speech rate, speaking clearly and repeating if needed, defining new words in a meaningful context, and other strategies. The ESL provider also modifies his/her language use in the classroom and may use slightly slower speech rate, communicates clearly and repeats if necessary, paraphrases in simple terms, supports verbal explanations with non-verbal cues, and provides a variety of learning activities during each lesson. Explicit ESL instruction is delivered by supporting the classroom and school wide literacy program. ESL teachers provide additional support and enrichment in the areas of reading, writing, phonemic awareness, vocabulary and grammar drills, word-work, development of academic language, and reading comprehension. Content area instruction is delivered to ESL students primarily by classroom and cluster teachers. However, these units are supported and reinforced by ESL teachers through choice of texts and writing activities. Math AIS instruction is provided for those ELLs who need extra support. Direct ELA instruction is also delivered by using leveled readers for small group and/or individual guided reading lessons. P.S. 191 uses the Teacher's College Readers and Writers Project (TCRWP) workshop model to support the class units of study for grades K - 8th. Through the workshop model, students listen, read, write, and speak to develop an understanding of literary response, expression, critical analysis, and evaluation. The workshop model is very supportive of ESL students. The mini-lesson (often including visuals, models, and graphic organizers) provides whole group instruction while the workshop itself allows for individualized instruction in the form of text choice, language modeling, and one-on-one conferencing about what the child is working on. Read alouds, shared reading, independent and guided readings are key components of the program. Literature is an important part of the program. Repetitive stories are used with beginners. All students have many opportunities to respond to literature. Students make predictions, connect stories to their own lives, compare stories, retell and dramatize them, and write about the stories. A variety of techniques are utilized to support effective learning including the following: paraphrasing and simplification of language and direct teaching of vocabulary. Scaffolding methods include incorporating home culture into reading and writing lessons, modeling instructional conversation, language games, repetition of routines (e.g., Q and A), questioning, and feedback. Other methods used to support ELLs are the use of TPR, graphic organizers, repetition and re-reading, schema building, contextualizing information, development of oral language skills through student partnerships/peer interaction, use of visuals and manipulatives (photo/picture library, puppets, realia) are also utilized. Students are encouraged to communicate in their native language as a support to their acquisition of English and to interact with their peers. Cultural awareness and cultural differences are encouraged and celebrated throughout the school. Each classroom has a wide range of instructional materials that are made available to our ESL students.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. Students reaching proficiency on the NYSESLAT are entitled to AIS if needed. Assessment data is monitored to see if intervention is needed. These students are also given two years of testing accommodations to support them in testing. ESL providers will work with classroom teachers on planning specific strategies for comprehension and test taking skills. Small group work allows students of varying abilities to have the opportunity to interact with one another. There is a focus on reading and writing strategies

throughout the year.

7. What new programs or improvements will be considered for the upcoming school year?

More Professional development opportunities will be considered for the next upcoming school year.

A new ELL initiative this year was the implementation of a systematic portfolio system. Portfolios contain necessary data to track student progress. We will continue to work collaboratively on this project to continue to develop these portfolios.

8. What programs/services for ELLs will be discontinued and why?

Currently we do not intend on discontinuing any of our ELL programs or services. However, next year the budget might have an impact on these services.

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offer ELLs in your building. ELLs are included in extended day small group instruction. They are also included in AIS (academic support services) in literacy, math and speech. After school programs include reader's theater, chess in schools, and Oasis.

10. What instructional materials are used to support the learning of ELLs (include content area as well as language materials)? We have books available in the resource room written in the most prevalent native language which is Spanish, including dictionaries, in monolingual classrooms. Scaffolding methods are used to support ELL students and is incorporated in instruction. Graphic organizers are used to help students organize information and build their prior knowledge. Demonstration with visuals and manipulatives are included to help support the building of vocabulary and meaning. Repetition of concepts is used along with schema building and contextualizing information. Activities also include student partnerships to support conversations and peers working and learning together. There is also modeling in all four modalities to facilitate learning.

Additional instructional materials:

- The New York State Learning Standards for English as a Second Language
- Leveled text
- Graphic organizers
- Word/ language games
- Flash cards
- Sequence charts/Process Charts
- Experience Charts
- Fairy tales
- Poetry
- Songs (chants)
- Story books
- Into English (support text)
- Passages (an upper-level multi-skills course) –support text
- Stories We Brought With Us (beginning readings)-support text
- Multicultural texts
- Easy English News
- Dictionaries, thesaurus
- Word wall
- Alphabet books/charts
- Craft supplies
- Rosetta Stone software

11. How is native language support delivered in each program model?

Students are supported in their native language use to further their acquisition of the English language and to interact with their peers.

Cultural awareness and cultural differences are encouraged and celebrated throughout the school. We have a wide range of instructional material that is made available to our ESL students in their native language to help in the transition of acquiring a second language. The most prevalent native language is Spanish. One of our ESL teachers is also a bilingual certified teacher and supports students in the transition for beginning students speaking Spanish. We also have a content area bilingual middle school teacher.

12. Do required services support, and resources correspond to ELL's ages and grade levels?

English language learners are serviced by three ESL teachers. Ms. Segur services our Kindergarten through second grade students. Ms.

Vázquez services grades three through sixth while sharing time with Ana Irizarry in the sixth, seventh, and eighth grade.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year. Newly enrolled ELL/LEP students are welcomed to come in for a school tour to familiarize themselves with the school. During the first week of school students are paired with a student buddy. When possible the partner is a student who also speaks the same native language. Books are available for classroom teachers in the student's native language (Spanish). We also have student dictionaries in various native languages available.

14. What language electives are offered to ELLs?

At this time we do not have a language elective.
here

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)?

Paste response to questions 1-5 here

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.

Paste Describe the professional development plan for all personnel of ELLs at the school. (Please include all teachers of ELLs.)

ESL teachers and administrators work together to design professional development for the entire staff. Topics for discussions are the following:

- Analyzing and interpreting test scores. (ARIS)
- How to use the test scores to drive instruction
- Skills and strategies to support our ELL population

In support of the ELLs, our team comprised of Administrators, Teachers, Parent Coordinator, Parents, and Guidance Counselors meet on a regular basis to plan, discuss, analyze data, and develop the ESL curriculum. ESL providers also attend grade level staff development and participate in regional ESL meetings. ESL teachers meet once a week for a self facilitated meeting, or with the literacy coach or administration.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or high school?

We have a middle school bilingual guidance counselor who assist with the articulation process from elementary to middle school and from middle school to high school. She conducts parent workshops, practice sessions with students and meet with teachers regarding supports for transitioning students.

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

We have weekly planning meetings lead by teachers, administrators or coach where we discuss, student progress, curriculum, differentiated instruction, school-wide events, classroom instruction and student testing accommodations. We also analyze student data to determine students strengths and areas that need further development.

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?

Pa1.Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

We are fortunate that our school population is about 45% Hispanic and most of our ELLs are Spanish-speaking. Administrators, the parent coordinator and many teachers are fluent in Spanish. This allows us to provide a particularly caring and responsive community for Spanish-speaking parents. In addition, we make every effort to incorporate all language groups into the school culture.

We have many school-wide events throughout the year that invite parents to be part of their child's academic celebrations.

The school provides workshops on a variety of topics: standardized testing, reading research and balanced literacy, and curriculum night (where parents meet with classroom teachers and get information on all aspects of the curriculum). Parents are also invited to celebrations of academic work (i.e. writing celebrations, academic fairs, science fairs) held at various times of the day to maximize parent participation.

2.Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parent?

3.How do you evaluate the needs of the parents?

At the beginning of the year a survey is sent home asking parents what types of workshops or programs they would like to be part of at our school .Based on parent response, workshops and programs are put in place. Our parent Coordinator facilitates communication between the parents and administration so that the needs of the parents can be addressed.

4. How do your parental involvement activities address the needs of the parents?

We make every attempt to provide a bilingual interpreter at all of the workshops, programs and events held at our school.

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)	6	4	2		1	1								14
Intermediate(I)		1	2			1	3							7
Advanced (A)	3		1	3	3	1	6	1	1					19
Total	9	5	5	3	4	3	9	1	1	0	0	0	0	40

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I		3	1										
	A		2	1	1	1	1	2						
	P			1	2	3	1	6	1	1				
READING/ WRITING	B		4	1		1								
	I		1	2		0	1	2						
	A				3	3	1	6	1	1				

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5			2		6				8
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.

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas.

The ESL program emphasizes meaningful experiences in a low anxiety environment that promotes listening, speaking, reading, and writing skills. The thematic approach which is interdisciplinary is used to promote the four strands of English literacy. As stated in the assessment part of this document, the students' weakest area is writing. Special attention is given to writing instruction and activities. Math, science, and social studies activities are incorporated into the themes to help the students meet the standards in these subjects.

ESL providers organize instruction around the students' grade level with modifications such as: using a slightly slower speech rate, speaking clearly and repeating if needed, defining new words in a meaningful context, and other strategies. The ESL provider also modifies his/her language use in the classroom and may use slightly slower speech rate, communicates clearly and repeats if necessary, paraphrases in simple terms, supports verbal explanations with non-verbal cues, and provides a variety of learning activities during each lesson.

Explicit ESL instruction is delivered by supporting the classroom and school wide literacy program. ESL teachers provide additional support and enrichment in the areas of reading, writing, phonemic awareness, vocabulary and grammar drills, word-work, development of academic language, and reading comprehension.

Content area instruction is delivered to ESL students primarily by classroom and cluster teachers. However, these units are supported and reinforced by ESL teachers through choice of texts and writing activities. Math AIS instruction is provided for those ELLs who need extra support.

Direct ELA instruction is also delivered by using leveled readers for small group and/or individual guided reading lessons. P.S. 191 uses the Teacher's College Readers and Writers Project (TCRWP) workshop model to support the class units of study. Through the workshop model, students listen, read, write, and speak to develop an understanding of literary response, expression, critical analysis, and evaluation. The workshop model is very supportive of ESL students. The mini-lesson (often including visuals, models, and graphic organizers) provides whole group instruction while the workshop itself allows for individualized instruction in the form of text choice, language modeling, and one-on-one conferencing about what the child is working on. Read alouds, shared reading, independent and guided readings are key components of the program.

Literature is an important part of the program. Repetitive stories are used with beginners. All students have many opportunities to respond to literature. Students make predictions, connect stories to their own lives, compare stories, retell and dramatize them, and write about the stories.

A variety of techniques are utilized to support effective learning including the following: paraphrasing and simplification of language and direct teaching of vocabulary. Scaffolding methods include incorporating home culture into reading and writing lessons, modeling instructional conversation, language games, repetition of routines (e.g., Q and A), questioning, and feedback. Other methods used to support ELLs are the use of TPR, graphic organizers, repetition and re-reading, schema building, contextualizing information, development of oral language skills through student partnerships/peer interaction, use of visuals and manipulatives (photo/picture library, puppets, realia) are also utilized.

Students are encouraged to communicate in their native language as a support to their acquisition of English and to interact with their peers. Cultural awareness and cultural differences are encouraged and celebrated throughout the school. Each classroom has a wide range of instructional materials that are made available to our ESL students.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

Students reaching proficiency on the NYSESLAT are entitled to AIS if needed. Assessment data is monitored to see if intervention is needed. These students are also given two years of testing accommodations to support them in testing.

ESL providers will work with classroom teachers on planning specific strategies for comprehension and test taking skills. Small group work allows students of varying abilities to have the opportunity to interact with one another. There is a focus on reading and writing strategies throughout the year.

7. What new programs or improvements will be considered for the upcoming school year?

More Professional development opportunities will be considered for the next upcoming school year.

A new ELL initiative this year was the implementation of a systematic portfolio system. Portfolios contain necessary data to track student progress. We will continue to work collaboratively on this project to continue to develop these portfolios.

8. What programs/services for ELLs will be discontinued and why?

Currently we do not intend on discontinuing any of our ELL programs or services. However, next year the budget might have an impact on these services.

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offer ELLs in your building. ELLs are included in extended day small group instruction. They are also included in AIS (academic support services) in literacy, math and speech. After school programs include reader's theater, chess in schools, and Oasis.

10. What instructional materials are used to support the learning of ELLs (include content area as well as language materials)? We have books available in the resource room written in the most prevalent native language which is Spanish, including dictionaries, in monolingual classrooms. Scaffolding methods are used to support ELL students and is incorporated in instruction. Graphic organizers are used to help students organize information and build their prior knowledge. Demonstration with visuals and manipulatives are included to help support the building of vocabulary and meaning. Repetition of concepts is used along with schema building and contextualizing information. Activities also include student partnerships to support conversations and peers working and learning together. There is also modeling in all four modalities to facilitate learning.

Additional instructional materials:

- The New York State Learning Standards for English as a Second Language
- Leveled text
- Graphic organizers
- Word/ language games
- Flash cards
- Sequence charts/Process Charts
- Experience Charts
- Fairy tales
- Poetry
- Songs (chants)
- Story books
- Into English (support text)
- Passages (an upper-level multi-skills course) –support text
- Stories We Brought With Us (beginning readings)-support text
- Multicultural texts
- Easy English News
- Dictionaries, thesaurus
- Word wall
- Alphabet books/charts
- Craft supplies
- Rosetta Stone software

11. How is native language support delivered in each program model?

Students are supported in their native language use to further their acquisition of the English language and to interact with their peers. Cultural awareness and cultural differences are encouraged and celebrated throughout the school. We have a wide range of instructional material that is made available to our ESL students in their native language to help in the transition of acquiring a second language. The most prevalent native language is Spanish. One of our ESL teachers is also a bilingual certified teacher and supports students in the transition for beginning students speaking Spanish. We also have a content area bilingual middle school teacher.

12. Do required services support, and resources correspond to ELL's ages and grade levels?

English language learners are serviced by three ESL teachers. Ms. Segur services our Kindergarten through second grade students. Ms. Vázquez services grades three through sixth while sharing time with Ana Irizarry in the sixth, seventh, and eighth grade.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Newly enrolled ELL/LEP students are welcomed to come in for a school tour to familiarize themselves with the school. During the first week of school students are paired with a student buddy. When possible the partner is a student who also speaks the same native language. Books are available for classroom teachers in the student's native language (Spanish). We also have student dictionaries in various native languages available.

14. What language electives are offered to ELLs?

At this time we do not have a language elective.

Paste response to questions 1-6 here

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.

Teachers review data reports such as running records, Acuity assessments, writing benchmarks, ECLAS, periodic assessments, ELA and math scores, etc. This information is used to inform instruction. They also access ARIS to retrieve information on their students. ESL portfolios are required for students that contain assessments and work samples.

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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		
	Other		
	Other		
	Other		