



**PS 191
THE MAYFLOWER SCHOOL**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 26Q191

ADDRESS: 85-15 258TH STREET, FLORAL PARK, NY 11001

TELEPHONE: 718 831-4032

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 191 **SCHOOL NAME:** The Mayflower School

SCHOOL ADDRESS: 85-15 258th Street Floral Park, NY 11001

SCHOOL TELEPHONE: 718 831-4032 **FAX:** 718 831-4036

SCHOOL CONTACT PERSON: Michael Ranieri **EMAIL ADDRESS:** mranier@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Michael Ranieri

PRINCIPAL: Michael Ranieri

UFT CHAPTER LEADER: Lisa Bilello

PARENTS' ASSOCIATION PRESIDENT: Flora Insalaco-Jill Kleber

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 26 **CHILDREN FIRST NETWORK (CFN):** 2.05

NETWORK LEADER: Marguerite Straus

SUPERINTENDENT: Anita Saunders

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
Michael Ranieri	*Principal or Designee	
Lisa Bilello	*UFT Chapter Chairperson or Designee	
Flora Insalaco	*PA/PTA President or Designated Co-President	
Neena Sharma	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jill Kleber	*PA/PTA President or Designated Co-President	
Janine Pennisi	Member/ Teacher	
Kathy Fusco	Member/ Teacher	
Meredith Broxmeyer	Member/Data Specialist/coach	
Rosa Schubert	Member/ Parent	
Tajreen Islam	Member/ Parent	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

SCHOOL VISION AND MISSION:

P.S. 191 is a collaborative, nurturing school community dedicated to excellence in education. Our vision is to balance a challenging curriculum, high expectations and quality instruction for all with a value for the individual needs and talents of students. We will work closely with the home to inspire a love of learning, enabling all students to achieve and be successful. We look to the future as we prepare students to be contributing members of society.

P.S. 191 will pursue its vision by:

- engaging all children in active and meaningful learning
- emphasizing cooperation, discussion and self-reliance
- teaching by example how to respect and care for one another
- involving parents in the learning process and decision-making
- providing a supportive setting for academic, social and creative growth

(Taken from Inside Schools) Reading scores: ★★★★★ Math scores: ★★★★★

Housed in a small red brick building erected in 1954, PS 191 has achieved some of the highest test scores in the city thanks to a combination of solid teaching, a rich curriculum, and a nurturing environment. The school, which is located in a leafy, suburban-like community a few blocks from the Long Island border, has almost an old-fashioned tone.

Once again PS 191 has excelled! We remain atop most of the schools in NYC with 99% of our students meeting basic standards in English Language Arts and 100% of our students meeting basic standards in Mathematics. Over the last two (2) years our school has received an “A” on the NYC Progress Report and this year we are proud to say that we received another “A.” Our school’s environmental survey was excellent and our school community is stronger than ever. This year we have to absorb a very large budget cut which will have a major impact on maintaining and improving on our past success.

Our safe and well-maintained building is utilized at about 110% capacity. There are presently 14 heterogeneously grouped classes, a 12:1:1 Special Ed class, a new ICT (Integrated Co-Teaching Class) two ½ day Pre-K programs, and a full time SETSS and ESL program. We provide all of the related services (OT, PT, Speech and Adaptive Physical Education). We have a mini-library, a computer lab, an auditorium and a gym. Smaller rooms are used for the resource room, speech, guidance and CAP/ELL programs. Some of our AIS teachers as well as some of our related service providers service the children in the hallways. One reason for the over crowded space issue is that we share space with a District 75 special education unit and we provide them with two administrative units.

Instruction is designed to meet the ELA/MATH Performance Standards. In a ninety minute literacy block, teachers provide a “balanced literacy program” using literature and reading and writing

workshop. It includes Read Alouds, Shared Reading, Paired Reading, Independent Reading and Guided Reading. Each class has a leveled library filled with books at every level. Writing instruction is centered on the Columbia Teacher's College writing process. Student writing is displayed on bulletin boards, in corridors, the lobby, and in the monthly "Mayflower PTA Newsletter." Students work is the feature of the annual curriculum fair, this year highlighting the theme, "Determination." A "Mathematics Workshop Instructional Approach" emphasizes the development of concepts, problem solving strategies, oral and written student explanations, and student discussions as prescribed in the Math Standards. This program is aligned with the state standards, includes hands-on real world activities, ESL support, leveled problem solving, differentiated instruction / practice and tons of reading, writing and talking about math.

All students receive lessons in music, art, computers, gym and science from specialist. The Arts are an integral part of the school day. Each class receives vocal, music and art instruction. Due to our budget cuts our Monday Dance program had to be eliminated. Talented grade 2-5 students are in the chorus and present two concerts per year. Talented and gifted students are also given additional opportunities in music, dance, art, science, math, computers and writing. We have a student council which enables fifth graders to learn decision making through school wide projects. We have "Enrichment Clusters" on Friday afternoons where we match the children's interests with the teacher's interest and they both explore new opportunities and careers together (yoga, mask making, football, healthy choices, dance, silk-screening, computer graphics, chess, knitting, architecture, community service and many others).

Science is taught by both the classroom teacher and a specialist who sees every class in the school once or twice a week. Hands-on lessons, student interest topics, texts, technology and literature are used. All classes take science-oriented trips to museums or nature centers. Everyone participates in the annual Science Fair, demonstrating and explaining their projects to classes and visitors. The computer lab has been updated and we are able to provide up to date instruction to all classes and Internet access for grades 1-5 in their regular classes. Two of our classrooms have Smart Boards for interactive learning and we hope to raise money to buy more of them in the near future. All classes and the library have three or four computers and a printer. The computer teacher instructs students, provides professional development for teachers and families, and guides teachers in their use of classroom technology.

We have a full time ESL teacher that provides a push-in and a pull-out program. Beginners and Intermediates in the ESL program at PS 191 receive 360 minutes per week of ESL instruction. Advanced students receive 180 minutes of ESL instruction per week. All data is dependent on the results of the 2010 LAB-R Scores and the Spring 2010 NYSESLAT Scores. We have an After School ESL program provided through Title III funding for grades 2-5, a Each year we are awarded a Certificate of Recognition for high performance in English Proficiency where over 90% of our limited English proficient students made the New York State progress standard as measured by the NYSESLAT test. Translators are brought in for PTA meetings and other school events, and the staff takes great pains to respect the cultural and religious needs of its students. We celebrate all of our cultures at our yearly "International Fair."

We provide some Academic Services like extended day early morning remedial instruction and some tutoring services throughout the day but due to this year's budget cut which was over \$150,000 it has greatly reduced our services to our AIS, Gifted and Arts services. Last year we used Title I ARRA SWP funds to provide most of the (AIS) Academic Intervention Services for students during the day in grades 1 - 5. This year some of these funds had to be used to pay classroom teacher salaries and other needed services. This funding also paid for an After-School Remedial/Gifted Literacy and Math

program for grades 2 – 5. This year our parent community will have to subsidize the cost of funding these programs and the materials needed to run them.

Our School Inquiry Teams work together on each grade level to interpret data, plan for differentiated instruction, model lessons and provide insights into our instructional program. We constantly monitor and assess our instructional practices to meet all of our students' different learning goals. We use many data sources including ECLAS, NYSESLAT, Interim Assessments (ITA), Teacher data, Study Island data and ARIS. Last year over 80% of our parents signed up on ARIS and attended our monthly ARIS data workshops. This year our goal is to get more parents to sign in and work with us. At these workshops parents work with us on looking at data and finding ways to use it to improve their child's learning. Our staff attends Professional Development throughout the year to strengthen their teaching craft. Teachers receive continuing professional development on the Standards through our ICI partners, ISC offices and outside PD vendors. We turn-key our PD each month at grade conferences, staff conferences, common prep periods and at after-school workshops. The school's Data Specialist / Mathematics Coach also provides additional math and data training for us each week and it is shared on a monthly basis for grades K, 1, 2 and a weekly basis for grades 3, 4 and 5.

We have a collaborative Leadership Team as well as a very active PTA that always considers the needs of students first. Our recent School Survey was fantastic. It well exceeded City and Peer Group Horizons. We had the highest levels of parent/ teacher satisfaction as compared with other schools throughout the city. Students and parents look forward to many annual events: Grandparents' Day, 100 Day of School, International Day, Science Fair, School Spirit Day, Family PTA Nights, Movie Night, PTA school assemblies and class productions. Our teachers along with our Parent Coordinator provide monthly instructional workshops for parents throughout all of the grades. The children, staff and parents enjoy evening Multicultural Dance Workshops or evening Arts Programs offered throughout the year. Our Parents not only join in most of these events but are actively involved in each one of them. We even have our very own" PS 191 International Cookbook."

As observed by Inside Schools, our Superintendent, ICI, a score of "Well Developed" on our Quality Review, an "A" on our Progress Report and some of the highest grades on our Environmental Survey our systems/instruction/communication and goals are all aligned and working well. We are very proud of our accomplishments. We are truly a "Community of Learners."

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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 Mayflower								
District:	26	DBN:	26Q191	School BEDS Code:	342600010191				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded	√		
	2	√	6		10				
Enrollment									
(As of October 31)	2007-08	2008-09	2009-10	Attendance - % of days students attended:					
Pre-K	35	35	34	(As of June 30)	2007-08	2008-09	2009-10		
Kindergarten	54	55	65		96.4	96.6	TBD		
Grade 1	44	60	58	Student Stability - % of Enrollment:					
Grade 2	48	48	58	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	57	47	44		93.1	94.1	TBD		
Grade 4	50	59	47	Poverty Rate - % of Enrollment:					
Grade 5	59	52	59	(As of October 31)	2007-08	2008-09	2009-10		
Grade 6	0	0	0		41.0	38.2	46.4		
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 9	0	0	0		0	13	TBD		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 12	0	0	0		9	14	7		
Ungraded	2	0	1	Special Education Enrollment:					
Total	349	356	366	(As of October 31)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	7	8	9	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	TBD		
Number all others	13	15	21	Special High School Programs - Total Number:					
These students are included in the enrollment information above.				(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:				Number of Staff - Includes all full-time staff:					
(BESIS Survey)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	19	20	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	47	55	50						

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	0	0	3	Number of Administrators and Other Professionals	3	4	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	95.0	TBD
				% more than 2 years teaching in this school	78.9	70.0	TBD
				% more than 5 years teaching anywhere	68.4	55.0	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	100.0	95.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0		96.3	100.0	TBD
Black or African American	4.0	4.2	4.9				
Hispanic or Latino	8.3	5.3	6.0				
Asian or Native Hawaiian/Other Pacific Isl.	68.8	69.9	69.9				
White	18.9	19.7	16.9				
Male	51.0	53.7	53.6				
Female	49.0	46.3	46.4				

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	Focused Comprehensive
	Improvement Year 1			
	Improvement Year 2			
	Corrective Action (CA) – Year 1			
	Corrective Action (CA) – Year 2			
	Restructuring Year 1			
	Restructuring Year 2			
	Restructuring Advanced			

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:

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

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
Student Groups							
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-				
Multiracial	-	-	-				
Students with Disabilities							
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09

Overall Letter Grade:	A
Overall Score:	81.9
<u>Category Scores:</u>	
School Environment: (Comprises 15% of the Overall Score)	14.7
School Performance: (Comprises 25% of the Overall Score)	22.7
Student Progress: (Comprises 60% of the Overall Score)	44.5
Additional Credit:	NR

Quality Review Results – 2008-09

Overall Evaluation:	NR
<u>Quality Statement Scores:</u>	
Quality Statement 1: Gather Data	
Quality Statement 2: Plan and Set Goals	
Quality Statement 3: Align Instructional Strategy to Goals	
Quality Statement 4: Align Capacity Building to Goals	
Quality Statement 5: Monitor and Revise	

KEY: AYP STATUS

√ = Made AYP
 √^{SH} = Made AYP Using Safe Harbor Target
 X = Did Not Make AYP
 - = Insufficient Number of Students to Determine AYP Status

KEY: PROGRESS REPORT DATA

NR = Data Not Reported

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 √ = Proficient
 W = Well Developed
 ◇ = Outstanding
 NR = No Review Required

* = 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

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?
-

I am proud to say that once again PS 191 has achieved great success. According to the NY State School Report Card 2009-2010 we are a school in good standing and we have easily made our AYP. With a diversified population (see "School Demographics" on the previous pages), a small budget, a 46% poverty rate, approximately 15 % ESL students and over 22 languages spoken here at our school we remain atop NYC in ELA and Math scores each year. This is due to a strong staff, involved administration, connected parents and hard-working wonderful children. Our attendance rate last year was 97% a little higher than the previous year. Overall 99% of our students taking the 2009/2010 ELA State Assessments met basic standards with 85% scoring in levels 3 and 4. In Math 100 % met basic standards with 93% of our students scoring in levels 3 and 4. This is a major accomplishment and worthy of praise. Our teaching staff is "Highly Qualified" with over 95% of our teachers that have a Masters Degree.

We received an overall grade of "A" in 2007-2008 and 2008-2009 and again in 2009-2010 on our Progress Report. Looking more closely at the data you can see that we received an "A" (13.6 out of 15) on our School Environment portion. On the Student Performance part of the Progress Report Category we received an "A" (15.6 out of 25) and on the largest most important category "Student Individual Progress" last year we also scored an "A" (36 out of 60). According to the data on the Progress Report approximately 55% of our students made progress in ELA and 53% made progress in Math.

When we look at the 2010 ELA and Math Data from the State Assessments we need to take into consideration the new state ranges associated with each performance level (1, 2, 3 and 4). A score of 650 on the ELA has been a level 3 for the past few years for grade 3 this year 662 begins level 3. Each level went up according to each grade and subject. As a result of this change the entire city's ELA/Math scores went down drastically including ours. Due to this new alignment of levels our students scored 85% in levels 3 and 4 on the NY State ELA whereas using the normal ranges we would have had 98.6% of our children scoring in levels 3 and 4. In grade three a total of 13 children scored between 650-661 now putting them in level 2 instead of level 3 in ELA. In Math the range went from 650 to 684 to get a level 3 in third grade. Nine children scored 660-681 and received a level 2 which would have been a level 3 last year. Only a few children scored in level 2 in grades 4 and 5 even with the new changes.

When our Inquiry Teams and Leadership Team looked at the data it showed us that we have to increase our overall ELA Performance on the State exam to have more children meet or exceed standards (score in levels 3 and 4). We went from 96% down to 85 % of students scoring in level 3 and 4. There were 21 children who scored in level 2 last year on the State ELA exam with 13 in grade 3, 2 in grade 4 and 6 in grade 5. Looking at the results by Student Group Data in ELA we see that in grade 3 (grade 4 this year) four children scored in level 2 that have IEP services and 6 students are ELLs. In grade 4 (grade 5 this year) all three children who scored in level 2 have IEPs.

This information shows us we need to increase our concentration on teaching ELA strategies and skills to improve comprehension by looking at data throughout the year. This will increase our percentage of children scoring in levels 3 and 4 on the State 2011 ELA. We need to take a closer look at how our ESL and Special Education students are comprehending information and how we can better meet their needs and improve their performance along with other children scoring in level 2 and low level 3. Our ESL teacher also provides AIS services and is funded 50% through our Title 1 SWP ARRA allocation along with our Guidance Counselor who is funded 31% with Title I ARRA funds and 12% IDEA funding. With the advent of the New Common Core State Standards we need to focus more on non-fiction since the standards require 50% of reading and writing be about non-fiction. We will now use more non-fiction texts and informational articles to help teach comprehension. Using non-fiction is a more concrete way of teaching factual information, understanding texts and remembering the information. This is our first "Instructional Goal." As explained in our action plan later on in this document we will provide numerous academic services to these targeted children and the entire school.

Overall we did well in Math scoring 93% in levels 3 and 4 on the 2009/2010 NY State Exam. Once again grade 3 scored the lowest with 80% in levels 3 and 4 and grade 4 had 96% and grade 5 had 100% of their students scoring in levels 3 and 4. Out of the 9 children who scored in level 2 six are ESL learners and 2 have IEPs. One major problem we face each year is that all ESL children take the math exam as soon as they enter our country. This is a big concern in that most of the math exam is reading and the students in my school (unlike Korean/Spanish/Chinese/Hindi children who have translated versions in their languages) don't have translated exams in Punjabi or Malayalam or any of the other dialects they speak and understand. We have to continue to work more closely with our ESL children who test out of the program and take the state exams after one year. This ESL issue is an area we need to focus on and it is our second "Instructional Goal." As mentioned previously our ESL teacher and our Math Coach/Data specialist who is also funded 50% by Title I SWP ARRA funds provide AIS instruction to students and assist teachers in using data. Our action plan will explain more in detail about the additional services we will provide.

Our Inquiry Teams and AIS team have looked closely at the State ELA and Math data, the State Standards, student writing samples, ESL data, teacher surveys, observations and student programs and we see that we also have to continue to improve our services to our Special Needs population to make sure accommodations are met and services are provided. We also have to make sure our high end learners show progress (more level 4's) while maintaining our AIS services to the lower 1/3 population and ESL children. Our student progress was only 55%. Sixty percent of our Progress Report score is based on student progress. We will continue to target every child, keep track of their reading and math goals and provide numerous activities to help them all succeed and improve their overall progress.

Trying to maintain and improve services due to our massive budget cuts creates a very difficult situation. Our scores went down due to the new State Scores alignment and we have little or no money for academic intervention services and materials to improve our scores. Last year we were able to hire "F" status teacher tutors to work with small groups of children, provide a free after-school math and

reading program, buy extra skill books and test prep materials, purchase skill interactive computer programs and provide teacher /parent/student workshops each month. At this time we are requesting that our parents pay for the after-school program and the PTA fund our materials. The parent workshops we will still provide but all other services will have to be eliminated. This year through Title I ARRA SWP money we were still able to subsidize more days for our Guidance Counselor (31% of her salary) and math coach (50% of her salary) to work with our lower performing children and other at-risk children in need of services. Since our budget was cut we had to pay 30% of a 3rd grade ICT teacher's salary using SWP funds. Even as a high performing school with a very small budget we spent over 100,000 a year almost 10% of our budget on all of these supplementary services and our budget was cut over \$150,000. In the past Title I ARRA funding paid for all of our AIS and additional services as you see this year it paid for classroom teacher positions, extra guidance hours and a few other services.

Our school Environment Survey was very good again this year. Our school community said that they were 100% satisfied with the education their child receives here at PS 191 and 98% of our parents felt that they have many opportunities to be involved in their child's education. Over 99% of our families felt that we communicate well with them. Overall 98% of our staff are pleased with the school and feel that they are invited to play a meaningful role in setting goals and making important decisions for our school. With the advent of ARIS a fantastic data and informational site for teachers and parents we now have an opportunity to sit down with each parent each month, look at current data and help them to improve their child's academic and social performance. This year we will continue to work with parents on looking at ARIS, looking more closely at their child's data and using the data to help their child succeed in school. Our third "Instructional Goal" is to have a large percentage of parents sign up and attend our monthly data meetings along with a plethora of other parent workshops that go on each month. Using Title I SWP ARRA parent set-aside funds (1% - \$1,220) we can hire staff to work with parents on using data after school. If they attend these meetings and work with us it will have an impact on their child's success in school. With the help of our Leadership Team, Inquiry Teams, Parent Coordinator and Administration we can work together to get all of the parents involved in their child's learning.

In addition to our main Instructional Goals we still have to look at other things we have to work on. On grade 3 we have a new ICT (Integrated Co- Teaching) class. This class is composed of 10 special education children and 21 regular education children and 2 teachers. We are all very excited about this new program. Both of the teachers have gone to training and seem to be working well together. They meet with administration once a week to discuss teaching strategies and inclusion practices.

In summary our school is doing well in almost all areas. Our parent community is involved and the PTA provides numerous extension of learning activities. Our staff continues to work hard to meet the student's needs and we all attend PD to further our learning and become master teachers. The barriers are numerous, the budget situation looks grim, the paperwork and administrative duties are overwhelming, the e-mails are copious and the demands are getting stronger. It is unfair that schools like ours that are high performing get a lot less money. Yet, we will continue to do what is best for each child in our school community and remain one of the best schools in NYC.

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.

GOAL 1: By increasing our focus on the teaching of non-fiction we will raise the level of student achievement as measured by 80% of our grade 3, 4 and 5 students scoring 85% or better on the Critical Analysis/Evaluation Strand of the 2011 NYS ELA Assessment.

GOAL 2: By June 2011 80% of our ESL population in grades 3, 4 and 5 will meet promotional criteria in mathematics.

GOAL 3: By June 2011 80% of our parent population will utilize data and technology to enhance their child's learning at home.

SECTION VI: ACTION PLAN I

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By increasing our focus on the teaching of non-fiction we will raise the level of student achievement as measured by 80% of our grade 3, 4 and 5 students scoring 85% or better on the Critical Analysis/Evaluation Strand of the 2011 NYS ELA Assessment.</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>After conducting our school needs assessment the data showed that 14 children scored a level 2 in ELA due to the new state cut off scores and our school went from 98% to 85% of students scoring in levels 3 and 4 although 99% of our students met basic standards.</p> <ul style="list-style-type: none"> ➤ September- introduce the “Common Core State Standards (CCSS) and provide PD throughout the year. Our concentration will be on non-fiction. ➤ Assess current libraries to make sure there are enough non-fiction texts (at least 50%) ➤ Align curriculum calendars throughout the year to fit in more non-fiction teaching. ➤ Begin to align TC Reading levels to the new State Standard’s Text Complexity, Quality and Range of student reading. ➤ Increase the reading of non-fiction texts in the classroom- (Class sets, read-a-louds, book baggies, Time for Kids (magazines), Social Studies, Science, history and biographies. ➤ Inquiry teams will meet each week and monthly with administration to assess our success in using non-fiction and how we can better use it to improve student comprehension. ➤ After-school Reading program and Extended Day instruction will also focus on non-fiction and testing critical analysis/evaluation strategies. ➤ Continue to work with IEP and special needs students to make sure all accommodations are met.

	<ul style="list-style-type: none"> ➤ AIS teachers, coach, ESL teacher and the classroom teachers will continue to meet at monthly and weekly congruence meetings and common preps to identify and monitor student progress in all areas of reading. ➤ Student work will be collected monthly and data from their ITAs and Rally Skill tests will be used to track the progress of their success in answering questions that deal with Critical Analysis/Evaluation of non-fictional facts. ➤ Our school’s instructional focus and PD will be aligned with the new non-fiction Common Core State Standards. Lead teachers and staff will attend PD on CCSS and on teaching non-fiction and turn-key it to staff. Teachers will visit colleague’s classrooms to observe non-fiction “Model lessons.” ➤ Increase the amount informational texts/articles used in classroom lessons and work on creating more meaningful non-fiction mini-lessons. ➤ Staff will read non-fiction professional materials and form teacher study groups around these professional texts dealing with teaching non-fiction. ➤ Grade Inquiry Teams will meet on Thursday mornings during extended time, on common preps and after school to focus on assessing their libraries and on strengthening their non-fiction teaching strategies. ➤ “Parent ARIS Data Workshops” will be provided for families where we work with the parents in looking at data and finding ways to help their children improve. ➤ Study Island Interactive computer reading skills program is used by the students in school and at home.
<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>Due to budget restraints at this time there is little money allocated for any AIS Services, After-School Programs or Remedial Computer Programs.</p> <p>Title I ARRA SWP funds: 50% CAP/ESL teacher’s salary, 31% Guidance Counselor days (to provide AIS grades K-3) and 50% data specialist/coach’s salary IDEA- guidance counselor salary 12.4%-(9271) Title IIA- Sub days to cover teachers for PD Parent funding-after-school program TL Fair Student Funding for P/T tutoring TL Children First Inquiry Team</p>

Indicators of Interim Progress and/or Accomplishment

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

- Principal will provide on-going observations of non-fiction instruction going on in the classrooms.
- Give out a library inventory in September and follow up in January and again in June to see what non-fiction materials each class has and what they need. (50%)
- Students will engage in reading more non-fiction and informational text (check book baggies, reading logs, read-a-louds)
- Measure non-fiction reading success by looking at teacher made tests, Predictive Assessments, Instructional Targeted Assessments, and Rally non-fiction skill assessments throughout the year to monitor the student's knowledge of Critical Analysis of non-fiction and informational texts.
- By January, (mid-point) overall data will be reviewed by the AIS and Teacher Inquiry Teams to assess student non-fiction goals and strategies. At this time, they will be modified if needed.
- Use Study Island data to measure the levels of non-fiction reading. Use Teacher surveys/ Rubrics/Checklist/conference notes and collect lesson plans to monitor student learning and teacher instruction.
- Curriculum calendars will reflect more time spent on teaching non-fiction and how to read and understand informational texts.
- Check Critical Analysis/Evaluation Strand on the 2011 NYS ELA Assessment to see if we met our goal.

SECTION VI: ACTION PLAN II

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): **MATH**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 80% of our ESL population in grades 3, 4 and 5 will meet promotional criteria in mathematics.</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>After conducting our school needs assessment, we found that a large percentage of our ESL population scored low on the 2010 NY State Math Exam (level 2). They are required to take the math exam even as new immigrants to our country and with no translated versions in the languages they speak.</p> <ul style="list-style-type: none"> ➤ By using a Pre-Tests before every math unit and Aquity data the classroom teachers and the ESL teacher can use this data to create smaller differentiated groups and individual tutoring groups in their classrooms. Teachers will continue to provide explicit instruction to students around rich accountable conversations around mathematical thinking, reasoning and concepts. We will teach math skills using more real world examples including more mathematical conversation as well as using concrete manipulatives. ➤ In the ESL classroom more mathematic vocabulary must be stressed. Rally NY Math Strand by Strand skill books that include step by step re-teaching strategies will be used. Study Island interactive computer program will be used at home and in school to practice skills using differentiated methods and levels. ➤ Classroom teachers and AIS teachers will also use data from acuity, teacher made assessments, rally skill assessment data and pre-post tests to monitor and assess success in skills that ESL students are struggling with during school, at extended day and after-school ➤ Math coach and ESL teachers will support teachers with professional development around deepening content and pedagogical knowledge and facilitating rich mathematical conversations.

	<p>She will provide push-in demonstration lessons and individual tutoring to struggling ESL and high performing students.</p> <ul style="list-style-type: none"> ➤ AIS teachers will provide pull-out and push-in services. The ESL students attend extended day remedial instruction with an ESL teacher we will offer an ESL Title III After-School Program. ➤ Each month congruence meetings will take place where the ESL and classroom teachers can meet to identify math skill targets and monitor success. ➤ This goal will be aligned with our Inquiry Team’s focus this year. The Classroom Inquiry Teams will meet each week starting November 4th to go over ESL math data, look for trends, choose a focus group, monitor success and help each other plan for instruction. Monthly administration will meet with each grade to go over data and adjust strategies or goals if needed. ➤ ESL/Math Coach/teachers will attend monthly meetings with network specialists studying mathematical processes and turn-key it to the rest of the staff. This PD will be shared with grades 1-5 at common preps, staff development and congruence meetings. Math observations will focus on differentiating lessons to reach ESL students. ➤ We will provide Data Parent curriculum and testing workshops monthly by our staff in addition to ESL parent workshops every other month funded by Title III. Materials are given out to parents to work on testing strategies. We also provide interpreters to work with non-English speaking parents. ➤ We purchased Rosetta Stone computer interactive English language learning software for our new ELLs.
<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>Due to budget restraints at this time there is little money allocated for any AIS Services, After-School Programs or Remedial Computer Programs.</p> <p>Title I ARRA SWP funds: 50% CAP/ESL teacher’s salary, 31% Guidance Counselor days (to provide AIS grades K-3) and 50% data specialist/ math coach’s salary Title IIA-sub days to cover teachers for ECLAS sand PD TL Fair Student Funding-provide materials for remediation TL Children First Inquiry Team funding PTA Funding:-After-School AIS program Title III- After-School ESL program</p>

Indicators of Interim Progress and/or Accomplishment

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

- On- going observations as well as formal observations of differentiated grouping of ESL students in the classrooms.
- Students will be listening attentively to one another, discussing their rational, thinking and providing evidence/proof for their responses. Students will engage in higher levels of student conversation around mathematically concepts and relationships.
- Use Predictive Assessments, teacher made exams and ITA assessments given to monitor our ESL students' learning of the skills and use feedback from monthly grade conferences/Inquiry Team meetings to assess progress.
- Each month collect ESL/AIS congruence progress sheets to see what the children are learning with their pull-out/push-in teachers and how it is being taught.
- By January, overall math data will be reviewed along with the rubrics by the Team and plans and strategies will be modified where needed.
- Administer Rally's Math Instant Skill Analysis rehearsal assessment 3 times a year (September, January and March) the scorekeeper to measure each skill learned.
- Use Study Island data to measure skill success throughout the school and for our individual learners.
- Use Teacher surveys/ Rubrics/Checklist/conference notes and lesson plans to monitor student learning.
- 2011 NYS Math assessment.

SECTION VI: ACTION PLAN III

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 80% of our parent population will utilize data and technology to enhance their child’s learning at home.</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>	<ul style="list-style-type: none"> ➤ Parent Coordinator, Principal and Data Specialist will organize ARIS training for parents in September for new parents to sign into the Parent Link. Last year 90% of our parents signed in to ARIS. ➤ Parent Data workshops will be provided monthly to train parents on how to understand the data on ARIS, Acuity and Study Island and how to use it to enhance their child’s learning. ➤ Teachers/administrators will work cooperatively with the parents and students to improve the levels of home/school participation ➤ Principal’s monthly calendar and monthly PTA Newsletters will circulate each month explaining the programs being offered and information on what the children are learning in class. ➤ Provide curriculum nights, family math nights, testing workshops, and parent enrichment activity nights will be provided throughout the year ➤ Work with the Leadership Team to encourage community participation in ARIS and school activities. ➤ Give the parents an opportunity to learn along side their child through educational computer websites at school and at home. ➤ Offer translation services at Parent Teacher Conferences, PTA meeting and some school events ➤ The computer room will be opened at additional times throughout the year for parents who do not have access at home.

<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>FUNDING:</i> TL Parent Coordinator – PC salary and 500 in expenses Title I ARRA SWP: (1%- \$1,220) Improve parent involvement funds for per-session for teacher/parent workshops and workshop materials TL Fair Student Funding: Pay for per-session for teachers and administration to provide after-school workshops for students and parents Translation funding PTA funding</p>
<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"> ➤ Attendance will be taken at monthly Data/Technology workshops. ➤ Data Specialist monitors and contacts parents who are not signed on or not using these services. ➤ In December a review of parent involvement will be conducted. ➤ Renzulli Learning and Study Island will observed for monthly usage and reports will be shared with parents and staff ➤ Environmental survey will show an increase in parent participation ➤ 80 % of our Parents will be signed on and using the ARIS Parent Link by March 2010

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), 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	0	0	N/A	N/A	0	0	0	0
1	5	5	N/A	N/A	3	1	1	0
2	12	12	N/A	N/A	2	0	0	0
3	25	25	N/A	N/A	3	0	0	0
4	18	18	10	0	2	0	0	0
5	15	15	0	0	2	0	0	0
6								
7								
8								
9								
10								
11								
12								

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.).
<p>ELA:</p> <p>After School Literacy Program</p> <p>AIS Teachers</p> <p>Guidance Counselor – Reading</p> <p>Social Worker/Psychologist</p> <p>SETSS Teacher</p> <p>Extended Day (am)</p>	<p>Provided on Wednesdays from 3:00-5:00 for grades 2-5 (small group instruction; 10-20 students) Push-In/Pull-Out Programs for grades 3-5 (small group instruction) Grade 3 and 4 Students – per-diem Teacher, 2 days a week</p> <p>Reading Pull-Out Instruction for grades K-2 (Great Leaps: 1 on 1 instruction)</p> <p>Provide at-risk counseling and behavioral services to students</p> <p>Push-In/Pull-Out Mandated and “At-Risk” Students (Wilson & Voyager)</p> <p>Teachers have small group instruction; 10 students (Phonics/Writing Without Tears: Grades K-2)(Kaplan: Grades 3-5)</p>
<p>Mathematics:</p> <p>After School Math Program</p> <p>Math Coach</p> <p>AIS Teachers</p> <p>SETSS</p>	<p>Provided on Wednesdays from 3:00-5:00 for grades 2-5 (small group instruction; 10-20 students) Provides AIS Push-In/Pull-Out program (Grades 3-5) Push-In/Pull-Out Tutoring/Small Group Instruction (Grades 4-5) Push-In/Pull-Out Tutoring/Small Group Instruction (Grade 3)</p>
<p>Science:</p>	<p>1-Teacher provides AIS Science remedial instruction during her “Professional Period” for grade 4.</p>
<p>Social Studies:</p>	
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Once again through Title I ARRAS WP we had the additional money to hire a 3 day a week</p> <p>She services 18 mandated and 15 at-risk children. She also provides evening parenting workshops.</p>

At-risk Services Provided by the School Psychologist:	She provides counseling, student observations, classroom assistance, and behavioral management training and parent workshops.
At-risk Services Provided by the Social Worker:	She provides counseling, student observations, classroom assistance, and behavioral management training and parent workshops.
At-risk Health-related Services:	The nurse provides at-risk training for students with asthma.

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.

DBN: 26Q191 TITLE III PLAN

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

Form TIII – A (1)(a) PS 191

Grade Level(s) 2-5 Number of Students to be Served: 21 LEP 0 Non-LEP

Number of Teachers 2 Other Staff (Specify) None

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

We will continue to provide our students with our Title III workshops called "Let the Games Begin." These workshops are given for students of grades 2-5 and taught by a certified ESL teacher. Approximately 21 children attend and meet once a week for two hours. Since the school is opened during after-school hours a supervisor must be present to ensure the safety and well-being of all of the students attending the program. The teachers in the classroom cannot provide adequate supervision for all of the children. The supervisor will also observe and assist in planning and implementing the instruction during the Title III Program. Reading, math, social studies and science concepts will be taught through the use of educational games. Some games are created by the students and others are purchased. Most or all of the previously mentioned topics will be covered. ESL instruction and techniques will continue as in the past.

In addition we will revisit our writing program entitled, "Media - A Springboard for Writing." Here, non-fiction/fiction videos will be paired with non-fiction books for in-depth learning. The emphasis will be on thematic connections, main ideas and supporting details, new vocabulary in

context, comparing/contrasting and drawing conclusions. Students will participate in research using computers and assorted other reference materials. A writing component which pairs videos and books will also take place. This reading-writing-viewing connection will help ELL fourth graders succeed on the ELA as well as prepare ELL third graders for next year. Second and fifth grade ELL students in this program will also benefit from this writing practice.

The two programs will alternate as the year progresses. Both programs teach comprehension strategies, writing and thinking processes. Oral and written skills will be stressed. Focused thinking and organizational skills will also help ELL students prepare for the challenges ahead in both school and in life. In addition we will purchase an interactive English learning program called “Rosetta Stone.” The children will use this entertaining program to learn and strengthen their reading, writing and listening while interacting with one of the most successful language programs on the market today.

The real concern of test mastery is a new reality, and must now be addressed as well. We have students in the country for a little more than year and they are tested along with our other students. All children including our ESL population take the NYS Math, Social Studies and Science exams regardless of when they arrive. There are no translated versions in most of the languages our children speak. So once again there will be an emphasis on ESL test preparation this year for the state exams. To ensure that these ELL students become test savvy, instruction will also filter down into the second grade.

- For reading comprehension strategy work - books will be used as practice dealing with the following topics: main idea, cause/effect, sequence, details, purpose, predictions, following directions, inference, critical thinking, etc.
- Reading strategies will cover these topics: words in context, process of elimination, sentence structure, the 5 W's, grammar and punctuation.
- The above topics will be covered in the ESL room, regular classroom, and during the Title III After School Program.

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.

- The ESL teacher conducts professional development activities for school staff during grade conferences and faculty meetings.
- There are informal congruence meetings with classroom teachers throughout the year.
- DOE and ICI Network meetings are attended and information learned is then turn-keyed to the entire staff.
- Updates on ESL methodologies, policies and testing are reviewed by all staff members.
- Excellent communication between PS 191 and our middle schools insures a smooth transition for our graduates, with the help and support of the guidance counselor.

Professional Development Time-Line

October 14th 2009: (Staff Conference during lunch hours)Review of ESL techniques for classroom purposes.- Presentation of simple word games to help ELL students become better readers with vocabulary enrichment, sentence structure and grammar.

December 18th 2009: (Staff Conference) Using educational software DynEd, Language Reading Program, Study Island, Renzulli Learning.

February 2010: (Grade Conferences) Preparing ELL students for standardized assessments (ELA and Math)

April/May 2010: Using Movies and TV as an educational Tool

Informal congruence meetings are held once a month to provide updates on children and curriculum issues.

Addendum section: The minor change is that we added "Rosetta Stone" Language Learning Software Program. Students from grades 1-5 use this wonderful program to supplement their learning of English. We installed the software in 4 classrooms and the computer lab. Rosetta Stone in the classroom helps us create effective multi-age programs where ESL kids can immerse themselves into learning English at their speed and individual level. They find it so much fun and highly motivating. As Administrators we can also access reports on their progress and success.Rosetta Stone provided the rare learning experience that was truly visually engaging and verbally interactive."

Form TIII – A (1)(b)

School: PS 191 BEDS Code: 342600010191

Title III LEP Program

School Building Budget Summary

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) 1. Per session 2. Per diem	\$11,256.54	2 teachers @ 49.89(with Fringes) for 144 hours 1 Supervisor @ 52.21(with Fringes) for 78 hours
Purchased services A. High quality staff and curriculum development contracts.	\$400	Outside Professional Development

Supplies and materials B. Must be supplemental. C. Additional curricula, instructional materials. D. Must be clearly listed.	\$1070.73	*Student materials * Parent materials:
Educational Software (Object Code 199)	\$2072.73	*Educational Software Rosetta Stone
Travel		
Other	\$200	Refreshments for parent workshops
TOTAL	\$15,000	

*** see next page for explanations**

This is a "Proposed" budget as all of the Title III funds were not released at this time (11/09).

***BUDGET SUMMARY FOR STUDENT MATERIALS:**

- Games: word game puzzles, vocabulary guessing games, scrabble, sight word bingo, sentence puzzles, synonym- antonym- homonym. Books on tape with tape recorders, practice skill books (math and reading)
- Art materials to build/ create games
- Videos/CDs: National Geographic, "g" rated movies to write reviews
- Rosetta Stone Software

***Parent Involvement Activity Materials:**

- Parent/child movies: teacher models questioning techniques/writing/art projects while viewing a video. Parent are encouraged to repeat this method of learning at home
- Thanksgiving/American Holiday: Create an edible food display for the dinner table. This promotes family bonding and knowledge of American History
- Game Afternoon: parent / child partner or compete in simple word and math games
- Awards Ceremony: Parents and students are involved in this culminating activity.
Ice cream sundaes and refreshments are served along with gifts to recognize individual student growth/achievements in the ESL after school program.

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.

I met with my ESL teacher and my Parent Coordinator. We reviewed Language Information Surveys, requests from teachers and some Parent coordinator referrals. Our Parent coordinator surveyed some ESL parents before and after school and spoke to them about having written / oral translation services available. Our parent 2009-2010 School Environmental Survey Report showed that 99% of our parent population said that we communicate well with them and 94% said that we communicate with them in a language they can understand.

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.

Most parents said they have family and friends who could translate for them as mentioned previously 94% said they were satisfied with our communications in the languages we send home. We discussed the needs of the school's ELL parents at length and at that point we realized that a number of the parents were non-English speaking and that we should try to translate what we send home in Punjabi or Malayalam. We now translate some into Hindi and Urdu . At our Title III parent workshops and our general PTA meetings we shared our findings with our ESL parents and they seemed interested in having some documents translated in their languages but would prefer English if we can't translate in their native (dialect) language. Some of them even offered to help. Since there are over twenty languages spoken here at school we could translate in Urdu for a few of our families but the 2 most widely used languages here (Punjabi and Malayalam) are not easily translated. We explained where we could we would translate it and stamp what we can't. When they see the stamp they should have it translated if not bring it to school and we can help them. We use outside vendors at PTA functions and Parent Teachers Conferences in Punjabi and Malayalam. Our school nurse speaks Urdu, Hindi, Punjabi and some Malayalam. She will continue to assist us in translating those languages.

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.

While we can't translate into every language spoken at our school (approximately 20) we can translate into our most frequently used ones. We plan to provide written translations using the DOE Translation Unit and parent volunteers. We will translate PTA meeting notices, open school invitations, special event/ activity announcements and important Central notices not already available in translated versions into Urdu. On the notices we cannot translate we will stamp a line stating that this is an important document and it needs to be translated.

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.

While we can't translate into every language spoken at our school (approximately 20) we can translate into our most frequently used ones. We plan to provide oral translations during the regular school day using our School Nurse or a parent volunteer. At some PTA meetings, open school, special events/ activities, parent workshops, group or individual parent meetings, counseling, telephone communications, and Parent Teacher Conferences we will hire a translation company using the funds provided to provide oral translations in Hindi, Punjabi, Urdu and Malayalam.

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>.

While we can't translate into every language spoken at our school (approximately 20) we can use the only language available (Urdu). A small number of our parents speak Urdu. Where we can't translate we stamp a notice on the paper to have it translated and offer the parent free translation if they wish. Some notices we have parent volunteers translate it for us or we use the translation unit. We encourage parents to come in so we can help them translate it. We do provide oral translations during the regular school day using our School Nurse who speaks Urdu, Hindi, Punjabi and Malayalam. Where we can't translate we request that the family bring a family member to school to help translate, or we can hire or use volunteers or the translation unit to translate. At our Parent Teacher Conferences and some PTA functions we hire an outside vendor to translate in Punjabi, Hindi and Malayalam. As mentioned previously our parent survey showed that 94% of our population are satisfied with the way we communicated with them. I would like it to be 100% so we will continue to improve on how well we communicate with our parent community.

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:		122,263	
2. Enter the anticipated 1% set-aside for Parent Involvement:		1222.63	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

1. School Parental Involvement Policy 2010-2011

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

Title I Parent Involvement Policy and Parent-School Compact for PS 191 "The Mayflower School"

Section I: Title I Parent Involvement Policy 2010-2011

"PS 191 SCHOOL VISION AND MISSION"

P.S. 191 is a collaborative, nurturing school community dedicated to excellence in education. Our vision is to balance a challenging curriculum, high expectations and quality instruction for all with a value for the individual needs and talents of students. We will work closely with the home to inspire a love of learning, enabling all students to achieve and be successful. We look to the future as we prepare students to be contributing members of society.

The administration, staff and teachers of PS 191 strongly believe that student learning is a shared responsibility between parents and teachers. Educational research shows a positive correlation between effective parental involvement and high student achievement. The 2009-2010 School Environmental Survey measures the involvement and satisfaction of our parents regarding academic expectations, communication, engagement and safety and respect. This year's survey showed that 100% of our parents are satisfied with the education their child has received at our school and 98% said they have numerous opportunities to be involved with their child's education. Our communication rate was 99% and all of the parents feel that their children are safe. It well exceeded City and Peer Group Horizons. We are proud of this accomplishment. So we will continue to push for even more parental involvement.

At PS 191 we commit to:

- Building the school and parent capacity to be involved at school through collaborative planning, ongoing communication and integration of parents into school based activities. Assess and monitor parent involvement and revise plans where needed.
- Involving parents in planning and activities as related by Title I, Title III and Title IV and the No Child Left Behind Legislation. Annual meetings will be held to:
 - a. Explain to parents the requirements of these laws in simple, direct and understandable terms
 - b. Inform parents of the school's participation in such programs and include them in an orderly, timely fashion in the planning, review and revision of such programs as mandated by law and regulation.
 - c. Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs
- Keeping parents informed of New York City, New York State and Federal academic achievement standards the students are expected to meet. They need to know what curriculum is being used and how student progress is measured.
- Informing parents of educational resources, training materials, websites, computer programs, free tutoring services to help their children succeed in all subjects. Provide them with materials and training to help parents work with their children to improve their achievement levels.
- Provide workshops for parents with information and training they need to effectively become involved in planning and decision making in support of their child's education and if necessary provide in-school and outside providers to help with parenting skills and other services.
- Sharing information about school and parent related programs and meetings in a format / languages that parents can understand. Provide translation services when needed.
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
- Fostering and managing a caring and effective home-school partnership that ensures that parents are directly involved in their child's learning and that they are able to take an active part in the decision-making.

PS 191's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys, School Environmental surveys, parent attendance at PTA and school meetings and feedback forms will be used to design strategies to more effectively meet the needs of students and parents, and enhance the school's Title I program.

In developing the PS 191 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the School's Parent Teacher's Association as well as parent members of the School Leadership Team and SWP Team were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input.

PS 191 will accomplish these goals through:

- Actively involving and engaging parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact using:
 - a. Monthly meetings of the General PTA membership
 - b. Monthly meetings of the Leadership Team and the SWP Advisory Team
 - c. Monthly meetings of the PTA Executive Board and sub committees of the PTA
 - d. Meetings called by the parent coordinator in order to further communication and monitor interests and parent needs
- Actively engaging parents in discussion and decisions at these meetings regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact.
- Supporting school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and SWP Parent Advisory Council. This includes providing technical support and ongoing professional development.
- Maintaining a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events, take notes, maintain an attendance log and file a report with the Central Office for Family Engagement and Advocacy (OFEA)
- Conducting parent workshops on curriculum, on testing strategies, reading and math fun nights, using data through ARIS and Interim Assessments, ECLAS workshops, parenting workshops, parent/student evening dance and technology workshops. All of these will help to build parents' capacity to help their children at home. The computer room at school will be open after-school each week for parents who do not have access to a computer at home.
- Providing additional opportunities for parents to help them understand the accountability systems (e.g.,NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;). We will also provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress; providing school planners/folders for regular written communication between teacher and the home in a format that parents can understand.
- Hosting the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind

Act. Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

- Scheduling additional parent meetings (e.g., quarterly meetings) with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- Translating all critical school documents and provide interpretation during meetings and events as needed.
- encouraging meaningful parent participation on School Leadership Teams, Parent Teacher Associations, and SWP Parent Advisory Councils and other various school committees
- Establishing a Parent Resource Center/ lending library; instructional materials for parents, open parent student computer access after school.
- Developing and distributing our Mayflower School Newspaper each month and other hand-outs designed to keep parents informed about school activities and student progress.

Section II: PS 191 “The Mayflower School” 2010-2011 School-Parent Compact

PS 191, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. The PS 191 staff and the parents of students participating in activities and programs funded by Title I agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement. It also explains the means by which a school-parent partnership will be developed to ensure that all children achieve on the State Standards and Assessments.

School Agrees to:

- Show respect for each child and his/her family, each teacher and staff member.
- Provide a safe and clean environment and an atmosphere conducive to teaching and learning.
- Establish a school atmosphere conducive to open/regular communication among teachers, administration, students and parents.
- Respect cultural, racial and ethnic differences.
- Provide teachers and staff with sufficient materials and supplies.
- Implement a curriculum aligned to State Standards.
- Use academic learning time efficiently and effectively.

- Provide clear, frequent and regular communication channels between administration and staff.
- Clearly communicate performance expectations to teachers and provide them with feedback.
- Provide teachers and staff with meaningful opportunities for professional growth and enrichment.
- Celebrate individual student and teacher success with the entire school community.
- Provide instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.
- Provide opportunities for parents to participate in school activities and events by scheduling them at times conducive to achieving the greatest attendance and always respect the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in their child's education. We will try to provide information related to school and parent programs, meetings and other activities to parents of participating children in a format that parents can understand.
- Conduct parent-teacher conferences each semester during which the individual child's achievement will be discussed.
- Convene a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved. We also arrange additional meetings at other flexible times (e.g., morning, evening) providing (if necessary and funds are available) transportation, childcare or home visits for those parents who cannot attend a regular meeting. At this meeting discuss how this Compact is related to involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact.
 - Provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information at parent workshops.
 - Ensure that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member.
- Developing a procedure for obtaining complaints from parents/guardians.
- Establishing a protocol for processing and resolving the complaint.
- Ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities. Each grade is required to provide additional opportunities for parents to visit their classrooms.
- Planning activities for parents during the school year (e.g., Open School Week, Parent Orientation Week).
- Providing an "Open Door Policy."

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians.
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities and parent workshops each month. (times will be scheduled so that the majority of parents can attend).
- Sharing and communicating best practices for effective communication, collaboration and fostering partnerships with members of the school community.
- Supporting parental involvement activities as requested by parents.
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy.
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent.
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age.
- Check and assist my child in completing homework tasks.
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes).
- Set limits to the amount of time my child watches television or plays video games.
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time.
- Encourage my child to follow school rules and regulations and discuss this Compact with my child.
- Volunteer in my child's school or assist from my home as time permits.
- Participate, as appropriate, in the decisions relating to my child's education.

I will also:

- Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district.
- Respond to surveys, feedback forms and notices when requested.
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact.
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible.

- Take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams).
- Share responsibility for the improved academic achievement of my child.

Student Responsibilities:

- Attend school regularly and arrive on time.
- Complete my homework and submit all assignments on time.
- Follow the school rules and be responsible for my actions.
- Show respect for myself, other people and property.
- Try to resolve disagreements or conflicts peacefully.
- Always try my best to learn.

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.

Please refer to P.S. 191's Needs Assessment found on pgs.13-15

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Instruction throughout all classes at P.S. 191 is based on a Balanced Literacy approach which includes skill based teaching and a strong connection to Columbia University Teacher's College Workshop Model. We use Open Court in Grades 1 and 2. All lessons are taught in a min-lesson style and they are differentiated to reach high level learners as well as lower functioning students. During the children's independent work, which is a part of the Workshop Model, teachers confer with students -working on each child's strengths and weaknesses and addressing those areas of need at that moment.

On each grade level (1-5) children identified as, "At-Risk," receive individual and small group tutoring by an AIS teacher who pushes into the class or pulls children out to work with them in another location. These children also attend our 37 ½ minute am extended day sessions four days a week and attend an After-School AIS program every Wednesday. We also offer Gifted and an ESL title III After-School programs. Many teachers work with small groups of children during their Professional Period every week; All children in Grades 2 – 5 participate in the School-wide Enrichment Model Enrichment Cluster Program for 10 weeks in the Spring. This program matches the interest of the students with the teacher's interest and they learn alongside each other. There are individual

computer interactive learning programs (Study Island, Rosetta Stone, DYNED) that our at-risk students can work on at home and at school.

Children are assessed often using the NYC Aquity tests, Skill tests and learning goals are established. These goals are recorded and updated according to the child's progress. Student data is reviewed by our Inquiry and AIS Teams and each child's educational services are mapped out for the year according to the skills needed to succeed. These services are monitored each month and changes to their programs are made. Every child is assessed often to find their individual reading levels and each classroom has a leveled library with a plethora of books at their level.

Using additional funds provided by Title 1 ARRA we are able to fund our guidance counselor 3 days a week. She is a member of our School-based Support Team. She provides at risk counseling services to a larger number of children and offers after-school parenting workshops

3. Instruction by highly qualified staff.

The entire staff of P.S. 191 is, "Highly Qualified."

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

English Language Arts: 2 Lead teachers will attend monthly Lead Teacher meetings with the Literacy Network Specialist focusing on facilitating rich discussions using rich text through Shared Reading and Read Aloud. Teachers will turnkey information to colleagues at grade level conferences. With advent of new Common Core State Standards that have to be implemented by 2014 we have to now begin PD on the updates and changes to our instructional curriculum. Our LSO is offering PD throughout the year as well as us providing it in our school. This year's focus is to concentrate on more non-fiction reading and writing (see school Goal #1).

Mathematics: Our math Coach attends monthly Math meetings provided by ICI and our Math Network Specialist. These meetings focus on the study of looking at children's work. We need to see how children process mathematical facts and have them share their thinking. Looking into this method of instruction gives us an opportunity to differentiate our teaching to better identify areas of student need. Our Math Coach attends this and other PD provided by outside vendors and the DOE and she turn-keys information at staff conferences and grade conferences. Rachel McAnallan(MS Math) from the University of Connecticut's NEAG School of Education will visit our school twice to work with lower and upper grade students and staff to work on implementing the new math standards concentrating on new teaching strategies to reach struggling students and high achievers. Ms McAnallan will also present a parent workshop at an evening PTA meeting.

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

P.S. 191 collaborates with Adelphi University, St. John's University, Queens College, and C.W. Post. We work with student teachers and student observers. We introduce them to our school and work with them with the possibility of future employment here.

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

A plethora of Parent Workshops are offered to all of our parents. We offer parent workshops on ARIS, curriculum, testing strategies, reading and math fun nights, using data through ARIS, using Interim Assessments to help your child succeed in school, ECLAS workshops, parenting workshops, parent/student evening dance and technology workshops. Over 80% of our parents logged on and used ARIS last year. All of these help to build parents' capacity to help their children continue to learn at home. The computer room at school will be open after-school each week for parents who do not have access to a computer at home. We also have evening dance classes for our parents and students. This year we are offering monthly student data workshops on how to use the data in ARIS to help your child master the standards. (See Goal #3)

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.

A Pre-Kindergarten Orientation for parents and children is held at the end of Pre-Kindergarten school and the beginning of the new year to help transition students to Kindergarten. Pre-Kindergarten classes attend classes outside of their classroom (Music, Dance Computer, and Mathematics) in preparation for a full Kindergarten curriculum the following year.

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.

Every curriculum decision is introduced to the staff and our Curriculum Committee reviews their opinions before we implement it. On our School Environmental Survey over 96 % of our teacher said that the school leader invites them to play a meaningful role in setting goals and make important decisions for the school. All academic assessments are introduced to the staff at Grade Conferences and Faculty Conferences and teachers are given the opportunity to review and work with them. On Wednesdays teachers of grades 3, 4 and 5 meet with our Data specialist and review student data from multiple sources. They become familiar with it and utilize it in order to better understand their students' children's strengths and weaknesses. This helps them to plan differentiated instruction. ARIS is used by the staff so that they can discuss the data with our parents. Some of the data sources that we use include: Study Island, Aquity Assessments, previous State ELA and Math assessments, classroom assessments, individual student conference sheets, reading levels and the study of student work.

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.

Our AIS and Inquiry Team review student data at least 2 times a month. We look at each child's progress and determine if our interventions are working. Our AIS providers meet with the classroom teachers each week to go over this data and make changes to their supplemental instruction. On Wednesdays teachers of grades 3, 4 and 5 meet with our Data specialist and review student data from multiple sources. Children's reading levels are assessed on a bi-monthly basis. Teachers record reading / writing progress on Pacing charts. Teachers conference sheets are reviewed each week for each skill and at-risk letters are sent home to make the parents aware of what skills the children are struggling with. Within every unit of study in Mathematics children are assessed with both a pre and post-test. Interim Assessments in Math and ELA are given throughout the year and closely monitored by the Inquiry and AIS Teams. Study Island also monitors progress according to each skill the students learn. This data is checked along with all the other data bi-weekly.

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.

Our Student Council along with our Health Teachers works with Food Services to improve the school menu and learn about nutrition; the Physical Education teacher conducts a fitness gram program about exercise and nutrition for Grades 2 – 5; We offer Renzulli Enrichment Clusters that focus on physical fitness. This year we will continue our "Friday Get Fit Day" to help children who are overweight and unfit. We have numerous student assembly programs throughout the year on violence prevention, bullying, getting along, making the right choices and Respect for All. Designated staff members must attend Professional Development on, "Respect for All." Our Counselor attends monthly meetings on many of these topics and turn-keys the information to the staff. We have a school-wide program where we award monthly certificates to students who make good choices.

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 <i>(R)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(R)</i> in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <i>(R)</i>	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal	X			\$122,263	X	12,13,16,19,22
Title II, Part A	Federal	X			\$ 11,497	X	16,19
Title III, Part A LEP	Federal	X			\$15,000	X	28,29

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.

Title IV	Federal						
IDEA Mandated Counseling	Federal	X			\$9,271	X	12,16
Tax Levy	Local						

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.

3. Use program resources to help participating children meet the State standards.
4. Ensure that planning for students served under this program is incorporated into existing school planning.
5. 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;
6. Coordinate with and support the regular educational program;
7. Provide instruction by highly qualified teachers;
8. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
9. Provide strategies to increase parental involvement; and
10. 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.)

None

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

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 Mayflower					
District:	26	DBN:	26Q191	School		342600010191

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	35	34	35		96.4	96.6	97.0
Kindergarten	55	65	49				
Grade 1	60	58	67				
Grade 2	48	58	64	Student Stability - % of Enrollment: <i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	47	44	58		93.1	94.1	94.7
Grade 4	59	47	48				
Grade 5	52	59	51	Poverty Rate - % of Enrollment: <i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		41.0	46.4	46.4
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number: <i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 10	0	0	0		0	13	1
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	1	0	Recent Immigrants - Total Number: <i>(As of October 31)</i>	2007-08	2008-09	2009-10
Total	356	366	372		9	14	7

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	8	9	11	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	6	Superintendent Suspensions	0	0	0
Number all others	15	21	27				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	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:				
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10	
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	19	20	23	
# in Dual Lang. Programs	0	0	TBD		Number of Administrators and Other Professionals	3	4	3
# receiving ESL services only	55	50	TBD			Number of Educational Paraprofessionals	3	2
# ELLs with IEPs	0	3	TBD					

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	95.0	100.0
				% more than 2 years teaching in this school	78.9	70.0	87.0
				% more than 5 years teaching anywhere	68.4	55.0	73.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	100.0	95.0	95.7
American Indian or Alaska Native	0.0	0.0	0.8	% core classes taught by "highly qualified" teachers	96.3	100.0	100.0
Black or African American	4.2	4.9	4.0				
Hispanic or Latino	5.3	6.0	8.3				
Asian or Native Hawaiian/Other Pacific	69.9	69.9	71.8				
White	19.7	16.9	15.1				
Male	53.7	53.6	54.3				
Female	46.3	46.4	45.7				

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

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	-	-	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial	-	-	-				
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	65.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	13.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	15.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	36						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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 2.05	District 26	School Number 191	School Name Mayflower
Principal Michael Ranieri		Assistant Principal N/A	
Coach Meredith Broxmeyer		Coach N/A	
Teacher/Subject Area Judith Blumstein/ESL		Guidance Counselor Anastasia Frangos	
Teacher/Subject Area Jennifer Quinones/SETSS		Parent Flora Insalaco	
Teacher/Subject Area Jessica Marquis/2nd Grade		Parent Coordinator MaryAnn Geniti	
Related Service Provider N/A		Other N/A	
Network Leader Judith Chin		Other N/A	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	373	Total Number of ELLs	49	ELLs as Share of Total Student Population (%)	13.14%
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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.

When parents register their child a home language survey form is filled out (in English or their native language if possible). The school secretary, guidance counselor and ESL teacher meet with each new admit to welcome them to school and inform them of school policies. The ESL teacher then checks the survey for an indication of the language the child speaks and understands. The child is then given the LAB-R Exam on the specific grade level indicated. If the child is unable to pass this exam, the student is placed in the ESL program into one of 3 categories (beginner, intermediate or advanced). After a child has been in the ESL program, the NYSESLAT Exam is given in order to determine continuation in the program. The LAB-R is given when the child is admitted into the school (the first 10 days). The score on this exam determines whether the child is admitted into the ESL program. The NYSESLAT Exam is given every spring. If a child passes the NYSESLAT, he/she is no longer in the program. Passing students are still eligible for test accommodations and participation in any remedial or enrichment programs offered by the school.

ELL parent orientations are held at the beginning of the year and will continue to be held throughout the year for parents of newly enrolled students. The meetings are conducted by the ESL teacher, with the assistance of the parent coordinator. Our school nurse is available for translation purposes during these meetings along with parent volunteers or hired vendors. The parents sign in and are welcomed by both the principal and parent coordinator. They receive an agenda, Parent Survey/Program Selection Forms, and Parent Brochures (in their native language, if available). They then view the parent orientation video in English and their native language, and have an opportunity to ask questions. All 3 program choices are described on a Department of Education DVD. The DVD comes in a variety of languages to help parents make a decision. This process, outreach plan, and timeline occur in September. If need be, parent meetings going over program choices continue throughout the year.

After reviewing the Parent Survey/Program Selection forms for the past few years, we noticed that all parents have requested that their children receive instruction in the English as a Second Language (ESL) program. Therefore, ESL, the program offered here at PS 191 has been the request of 100% of the parents of English Language Learners. The ESL Program Model offered at PS 191 is aligned with all parent requests. This meeting also emphasizes ways parents can help their children at home. They are given a list of parent workshops and school information. If the Parent Survey and Program Selection Forms are not returned the parent is contacted by telephone and the forms are sent home in the mail.

Consultations with parents are done in English. The school nurse who speaks many of the Indian dialects is often asked to be present when information needs to be shared

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In					1									1
Total	0	0	0	0	1	0	0	0	0	0	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	42	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	42	0	4	7	0	2	0	0	0	49
Total	42	0	4	7	0	2	0	0	0	49

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

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
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		2			1								4
Chinese			1											1
Russian														0
Bengali		1	1		1									3
Urdu	1		1											2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi	3	6	4	1	3	3								20
Polish														0
Albanian														0
Other	4	5	6	2	2									19
TOTAL	9	12	15	3	6	4	0	49						

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.

Beginners and intermediates in the ESL program at PS 191 receive 360 minutes per week of ESL instruction. Advanced students receive 180 minutes of ESL instruction per week. Data is obtained from LAB-R and NYSESLAT Scores. Grades 3, 4, and 5 are homogeneously grouped by grade. Grades K-2 are heterogeneously grouped by grade. A second grader, a fourth grader and a fifth grader are departmentalized in order to accommodate their academic needs. The school staff ensures that the mandated instructional time is provided in each model. The staff works together to provide children with their required time and follows all mandated guidelines. ESL/ELA instruction is given by the dually licensed teacher of ESL and Remedial Reading. Reading and enrichment of the English language is at

the forefront of the program. Grade 4 children receive a push-in model whereas the other groups are pull-out.

There are six groups of ELLs arranged by grade and proficiency level. All incoming students' home language surveys are reviewed to determine whether they are eligible for LAB-R testing. Students tested are then identified according to their LAB-R results. Students' LAB-R/NYSESLAT results are taken into consideration when arranging the ELL groups. Beginning and Intermediate level ELLs are given eight periods of ESL instruction per week. Advanced level students are given four periods of instruction per week. The language of instruction is English. All ESL instruction is provided by a NYS/NYC certified ESL/Reading teacher. A Balanced Literacy approach is used to meet the NYS/NYC standards. The ESL curriculum supports the academic work taking place in all classrooms. Congruence meetings are arranged between ESL, cluster teachers and classroom teachers to ensure collaboration and continuity in raising ELL students' abilities to meet both NYS and NYC Standards. Students' progression and needs are monitored through ongoing assessments and observations. Assessments used include: city and state standardized assessments, informal assessments such as conferring notes, running records, reading responses and portfolios. The following strategies and practices are used in the ESL classroom: journal writing, role playing, Total Physical Response, singing, poetry, book making, cooperative learning groups, graphic organizers, teacher modeling, and language experience activities. Materials include, but are not limited to independent reading books, picture dictionaries, big books for shared reading and books on tape/video and computer assisted language programs. In September and throughout the school year as needed, we hold parent orientation meetings for all ELL parents, show a video that explains their options and discuss parental choice of programs. We also inform the parents about the ESL program that we offer here at PS 191. We provide parents with materials in their native language as well as have translators available to answer questions to ensure understanding. Translators also assist parents in filling out selection forms.

English Language Learners in need of additional support services such as AIS, Speech, Occupational Therapy, Physical Therapy, SETSS, or Guidance will also receive this help at PS 191. We also have teachers who have been trained in the Wilson Reading System, the Great Leaps K-2 Phonics Program, and the Voyager Reading Program. These specialized reading programs are available to our students who need additional ESL support. ELLs with special needs and ELLs (4-6 years) will require these extra services. Newcomers (0-3 years) additionally can participate in these programs. Since the ESL teacher also has state certification in reading and special education, she is capable of providing each child with the necessary instruction. Reading strategies are taught in conjunction with ESL strategies (whether beginner, intermediate, or advanced) everyday to work toward proficiency. An ungraded newcomers group is also a part of the program at PS 191.

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.

NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

LAB-R and NYSESLAT results indicate certain patterns of proficiency levels. Beginners and Intermediates in grades K-2 were weak in all four modalities of listening, speaking, reading and writing. In grades 3-5, Advanced students scored well in the speaking and listening sections, but showed some weakness in the reading and writing portions of the exam.

The implications for the LAP at PS 191 are as follows: Within the weekly framework for Beginning, Intermediate and Advanced ELLs,

higher levels of rigor and support in reading, writing, listening and speaking will result in higher achievement. Within the Balanced Literacy Program, there will be a push for a consistent and standardized language program. This program will provide rigorous academic subject area instruction in English using ESL methodology and instructional strategies. ESL strategic instruction will help each child meet or exceed NYS or NYC standards (for NYSESLAT and ELA) so these students will ultimately achieve the state designated level of English proficiency for their grade level. ESL and ELA methodologies and strategies will emphasize content area instruction. Throughout the school year, the PS 191 LAP Team will facilitate the implementation of the program at monthly meetings.

The ESL program will purchase challenging literary and content area materials in which students will think and write critically, solve problems, communicate in proper English and be actively engaged in standards based curriculum. Leveled libraries and computer literacy will be an integral part of the program. Core academic content areas of language arts, math, science and social studies will be assessed periodically to ensure that they are aligned to the standards. The ESL teacher is appropriately certified and will engage the entire PS 191 staff, including herself, in ongoing professional development.

Specifically for 2010-2011, the LAP will emphasize vocabulary development and nonfiction reading material. As part of the Balanced Literacy approach, oral reading and read alouds will be used to improve fluency for our Beginner and Intermediate students. Content area materials will focus on comprehension skills to prepare these children for state exams as well as E-CLAS 2 and E-Pal assessments. Differentiated instruction will help these students become confident, independent readers involved in appropriate reading, writing and math workshops. Flexible and cooperative groups, graphic organizers, big books and teacher modeling will enrich self-esteem and pride, as well as strengthen basic skills. A continuation of the ESL after-school program will also be beneficial. Following the school focus of nonfiction, our ESL teacher will incorporate nonfiction into all subjects within her classroom. All students will also receive intensive language instruction that emphasizes content area comprehension skills. Dictionary and thesaurus work will enhance vocabulary; and rigorous responsive writing will ensure meeting the standards on the ELA exams. In addition, intensive math vocabulary and problem solving strategies will be emphasized to raise state exam scores. Collaborative planning with classroom teachers and subject area teachers occur as often as possible. This ensures that appropriate thematic connections in reading, writing, and math vocabulary/word problem skills occur between the regular and ESL classrooms.

Grade 2-5 students will also participate in the AIS program (2 hours per week) which deals with reading/math intervention. During the school day, using flexible groups or push-in models, the ESL teacher provides remedial reading instruction and vocabulary development. This method of instruction is done in addition to the regular pull-out program. During push-in sessions, demonstration lessons modeling ESL techniques are presented in order to develop teaching and learning strategies for ELL students in the regular classroom. Students who fail to improve in their reading and math skills after being in the ESL program long term may be recommended for testing by the School Based Support Team. A learning disability, rather than a language issue sends these children into a different program.

Some examples of instructional materials in the ESL program include big books, trade books, language work books, a leveled library, word and phonics games, videos, books on tape, and a variety of resource materials (picture dictionaries, idiom dictionaries, thesauruses, and encyclopedias). These materials are available to the entire school to be used within all classrooms. The ELL students also have access to two computer programs: DynEd's Let's Go and Study Island. Both deal with vocabulary, grammar, literacy games and comprehension. In addition, Study Island helps students strengthen math skills and explores word problem strategies. These programs are individualized so a student's grade level does not dictate their academic level. Enrichment possibilities also exist for advanced and proficient ELL students using these programs. Therefore, differentiated instruction occurs as well as improvement of computer skills.

Rosetta Stone has been purchased with Title III funds. This program will build a solid foundation in English before moving up to more challenging areas. It is perfect for Beginning and Intermediate students to work individually, while the classroom teacher is focusing on higher performing students. These computer programs will also target ELLs who are newcomers, those in the 4-6 year range, as well as those with special needs. Each program is individualized to meet a child's specific needs. This type of program provides differentiated instruction to meet the needs of all students, regardless of their ELL and academic level. In addition, native language support is celebrated with native language dictionaries in specific dialects at PS 191.

Proficient children will continue to receive testing accommodations on exams and are entitled to join the ESL Title III program as well as the AIS skill oriented program. This will help prepare them for the NYS exams. Since PS 191 is a relatively small school, all children (including ELLs) are eligible to participate in mandated and optional programs. In addition, the ESL schedule ensures that no essential or mandated subjects are taught in the regular classroom during pull-out times. Every child's strengths and weaknesses are known and

identified. No child is left behind at PS 191.

Newly enrolled ELL children and their parents are invited to attend a Kindergarten Orientation and tour of the school in the spring. Older students also receive a tour at the time of their registration. They spend time with the guidance counselor while she conducts a parent interview. The Parent Coordinator gives parents and students information about the school, neighborhood and nearby free adult ESL classes. Before and afterschool activities are made available. Enrichment Clusters (based on the Renzuilli Learning Model) are offered each year. The PS 191 Basketball Team and Cheerleading Team are popular with the students. The Title III ESL afterschool program and self-sustaining activities led by our teachers are also offered to our students. Again, the ESL teacher, multilingual nurse and Parent Coordinator are present to ensure a smooth transition for these newcomers at PS 191.

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.

The ESL teacher conducts professional development activities for school staff during grade conferences and faculty meetings. There are informal congruence meetings with classroom teachers throughout the year. DOE and Network meetings are attended and information learned is then turn-keyed to the entire staff. Updates on ESL methodologies, policies and testing are reviewed by all staff members. Excellent communication between PS 191 and our middle schools ensures a smooth transition for our graduates, with the help and support of the guidance counselor. The ELL training for all staff (7.5 hours, which includes non-ELL teachers) is given during staff conferences and professional days. ELL learning techniques and strategies are demonstrated for teachers in grades K-5. The focus is on test taking strategies to prepare for state exams.

Professional Development Time-Line:

October 2010: Review of ESL techniques for classroom purposes.

November 2010: Computer based programs for ELLs.

December 2010: Techniques to help ELL students handle classroom work according to their level of English proficiency.

February 2011: Preparing ELL students for standardized assessments (ELL techniques.)

April/May 2011: Information about specific ELL achievements and how it can be transferred to all classrooms.

Informal congruence meetings are held as needed to provide updates on children and curriculum issues.

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?

Parent involvement extends throughout the school year at PS 191.

The following is a list of workshops for parents:

- September 2010: Orientation for newcomers
- October 2010: Homework help/strategies (update on continuing students)
- November 2010: Educational media; International Food Festival
- January 2011: Vocabulary enrichment, helping at home
- February 2011: NYS ELA Exam, NYS Math Exam - Overview, helping at home
- April 2011: Talent Show
- May 2011: Summer Learning

Other Options: PTA Meetings, Volunteering at PTA School Functions (book fair, school festivals, etc.)

In addition, other parent involvement activities include:

Parent/Child Movie: teacher models questioning techniques/writing/art projects while viewing a video (can be repeated at home).

Thanksgiving/American Holiday: Create an edible food display for the dinner table. This promotes family bonding and knowledge of American history.

Game Afternoon: Parent/child partner or compete in simple word/math games (scrabble, bingo, etc).

Awards Ceremony: Culmination activity/Ice Cream Sundae Party (parent helpers/guests). Gifts and refreshments to recognize individual student growth/achievement in the ESL after school program.

The ESL teacher, Parent Coordinator and multilingual nurse are present during these activities to aid in translations and make parents feel at home in their neighborhood school.

Parental needs are addressed in other ways at PS 191. Parents in need of learning English are encouraged to attend free classes at a nearby District 26 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)	3	8	1	0	1	0								13
Intermediate(I)	0	4	4	0	0	1								9
Advanced (A)	6	0	10	3	5	3								27
Total	9	12	15	3	6	4	0	0	0	0	0	0	0	49

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

LISTENING /SPEAKING	B		8	1	0	0	0							
	I		4	4	0	0	1							
	A		0	10	3	5	3							
	P		1	4	5	4	1							
READING/ WRITING	B		8	1	0	0	0							
	I		4	4	0	0	1							
	A		0	10	3	5	3							
	P		1	4	5	4	1							

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

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

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

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

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

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

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

PS 191 uses ECLAS-2, E-PAL and the Fountas and Pinnell Benchmark Assessment System to assess early literacy skills. ECLAS-2 offers many insights into individual skills. In general most ESL children, even those emergent readers, have difficulties with reading comprehension, listening comprehension, vocabulary and writing. Leveled libraries give those ELL children a chance to read on an appropriate level of understanding. The school's instructional plan can accommodate children on different levels by differentiating instruction within the classroom and departmentalizing those students far below grade level. Concrete nonfiction reading and writing as well as vocabulary development is emphasized in every classroom.

The proficiency levels on LAB-R and NYSESLAT indicate higher beginner and intermediate patterns in grades K and 1. These levels rise to advanced for many reaching grade 2 after attending PS 191 for 2 years. In general, grades 3-5 usually reach advanced levels if attendance has been consistent at PS 191.

Patterns across NYSESLAT modalities affect instruction. Stress is put on the reading/writing strands due to the NYS ELA Exam. The listening strand is also important for ELA test preparation in terms of following directions and focus on tests.

PS 191 ELL children usually take exams in English. This year, a few children scored level 3 on the ELA while still scoring advanced on NYSESLAT, which was disappointing. Fifteen students tested out of the program this year. ELLs at PS 191 try hard to succeed and they do so with the exceptional work of the staff and the extra help given at home by parents.

ELL students at PS 191 do not take the ELL Periodic Assessments. They take the same Periodic Assessments as their classmates. Periodic Assessments demonstrate ELL weaknesses, usually in the areas of vocabulary and inference. Reading Comprehension and Vocabulary Enrichment is then emphasized in the regular and ESL classrooms.

Evaluating a successful ESL program includes the following:

- 1) Elevated self-esteem, pride in one's accomplishments in the ESL and regular classrooms
- 2) Love of learning, love of reading books
- 3) Positive attitude towards the self, the school, interest in life and others
- 4) Participation in school-wide activities including clubs, teams, Student Council, or talent shows
- 5) Classroom oral language, relaxed conversation, verbal reports
- 6) Outstanding participation in the ESL class and the regular class
- 7) Outstanding oral presentations in the ESL and the regular class
- 8) Scores on the NYS ELA, Math and Science Exams; Growth on ECLAS-2/E-PAL

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.

N/A

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		