



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 191 THE MUSEUM MAGNET SCHOOL

DBN 03M191

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SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Maria Verdesoto	*Principal or Designee	
William Spitzberg	*UFT Chapter Leader or Designee	
J.C. Renners	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Alternating Members of Student Council	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sonia Houston	Member/Parent	
Eileen O'Keefe	Member/Parent	
Orande Peoples	Member/Parent	
Ramona Ramos	Member/Parent	
Mary Segur	Member/Teacher	
Stacie Lorraine	Member/Teacher	
Susannah Blum	Member/Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

To develop & implement a sustainable curriculum for ELA, Social Science & Science, supported by assessments & pedagogy, designed to meet the rigor & demands of the Common Core in ELA. The focus of implementation and evaluation of this curriculum will be growth in the ability of students to read and understand informational text and respond to these texts in writing citing text evidence.

Evidence that students have received this curriculum and achieved progress across core subjects will be measured in three ways—using the NYS ELA as the barometer:

1. An improvement of 4% in the overall school outcomes on the NYS ELA on 2013 testing (from 34.9% in 2012 testing to 38.9% in 2013).
2. Using the average NYC Student Proficiency Score (SPI) by grade as the measure, an increase of 5% of students achieving at or above the average range on multiple-choice questions.
3. On constructed responses, an increase of 5% of students (by grade level) will achieve the highest possible score on each of the constructed responses section of the test.

Comprehensive needs assessment

The data available for 2011-2012 NYS ELA performance were extensive and only a sampling is summarized here. As indicated in Table 1 initial data were not encouraging. The percentage of students scoring at Levels 3+4 was flat at 34.9%.

Table 1: 2011 and 2012 NYS ELA Performance for All Tested Students

Grade	Year	Category	# Tested	Mean Scale Score	LV 1%	LV 2 %	LV 3 %	LV 4 %	LV 3+ 4%
All Grades	2011	All Students	298	659	8.1	57.0	34.6	0.3	34.9
All Grades	2012	All Students	324	658	10.8	54.3	34.6	0.3	34.9

Our SLT suggested that we go deeper and analyze the test data with reference to our 2011-12 CEP ELA goal. That goal was improvement on those test items measuring “reading and writing for information and understanding.” To explore this data and to establish baselines for evaluating 2013 test results, we looked at the data for “constructed responses,” where students had to respond in writing to a question, and multiple choice responses.

Constructed Responses

Table 2: Constructed Responses: Level 2 and Level 3 Responses and near misses (NY Start Data)*

Grade	Level 2	Level 3	Near Misses .1 below Level 3
3	1`	1	
4	4	0	2 of 4 .1 below Level 3
5	4	0	2 of 4 .1 below Level 3
6	4	0	2 of 4 .1 below Level 3
7	2	2	
8	5	1	3 of 6 .1 below Level 3

* There were no summary constructed response scores at Level 1.

As can be seen in Table 2 there were four Level 3 responses of the 24 possible. There were also 9 items on which there were near misses. In summary then, on 13 of the 24 possible Level 3 responses there were over half where students achieved or narrowly missed the Level 3 standard. This suggests that 50% of our students are very close to achieving Level 3 on constructed response items.

Multiple Choice Responses

ARIS data provides the percentage of students below, within or above the expected Student Progress Indicator (SPI) range. In Grade 3 the percent of students **above** the range increased by about 10% and in Grade 4 the percent **at or above** increased by 22% between 2011 and 2012. In Grades 6, 7, the percentage of students at or above the range remained about the same--within 1 or 2 % points. In Grade 5, the percentage of students who scored at or above their Grade 4 achievement increased by 7 points (although the change in the range makes this number difficult to interpret).

Summary: In the first year of increased emphasis on reading and writing for information, while we did not meet our goal of greatly improved test performance on the multiple choice responses on the strand, there were measurable, and in most grades, demonstrable gains in student achievement on the strand. The constructed response analysis also indicates that the school emphasis on the strand resulted in a good performance by our students.

A further positive effect of the emphasis on information and understanding may have been an increase in achievement on the multiple choice section of critical analysis strand. There was a gain of 5 percentage points in those achieving at or above the expected range across all grades. Across the grades there appears to have been no impact--positive or negative--on the reading and listening for literary response strand that might have resulted from an increased instructional emphasis on the informational strand.

ELA Growth Data

Recently released data from the New York State Department of Education confirms that the analysis above is correct: despite the lack of change in the overall percentage of students achieving standards, our students are making progress toward those standards. The school received an overall growth rating of "effective." In every grade even the "unadjusted" score (without accounting for students with disabilities, low economic status, and ELLs) the Mean Growth Percentile was at about the midpoint of the confidence range. The caveat to using this NY State data is that it was prepared in the context of a teacher evaluation system. However, our use of the data is intended to reflect the degree to which the rich curriculum units we have put in place and the instructional strategies the school employs, and for which it provides professional development, is leading to year-by-year student growth. A teacher in a school without a rich curriculum or well-formed instructional strategies will be in a very different situation. The data is used here simply to confirm that the overall school teaching and learning

Table 3: 2011-12 New York State-Provided Growth Data ELA—Growth Rating Effective

					Adjusted MGP Confidence Range	
	Number of Student Scores	Percent of Students Above State Median	Unadjusted MGP	Adjusted MGP	Lower Limit	Upper Limit
ELA	271	44	48	48	45	51
ELA Grade 4	34	44	47.5	47	39	55
ELA Grade 5	47	47	47.5	48.5	41	56
ELA Grade 6	61	49	50	51	44	58
ELA Grade 7	76	38	45	45	38	51
ELA Grade 8	53	43	50.5	50	42	56

Even if we consider only the data in the Table reporting the percent of students above the state median--on the whole over 40%-- it is evident that our students are edging toward full academic achievement of higher standards as they are embodied in state tests.

Other ELA Data

Students With Individual Educational Plans (IEPS)

As can be seen in Table 4, although the percentage of tested students with IEPs changed little between 2011 (18.5%) and 2012 (17.9%), the new longer and more difficult test in 2012 had a strong negative effect on students with disabilities, particularly those with reading and language disabilities. About half of these students were in self-contained classes which suffered the greatest impact of the new test. Level 1 scores for students with IEPs increased by about 8% and the percentage of students at Level 3 declined by 8%. It must be noted that NYC as a whole reported that a similar percentage (35.4%) of students with IEPs achieved at Level 1.

Table 4: ELA Results for All P.S. 191 Students in 2011 and 2012 NYS Testing: IEP/No IEP

Year	Category	# Tested	Mean Scale Score	% Lv 1	% Lv 2	% Lv 3	% Lv 4	% Lv 3+4
2011	No IEP	244	661	3.3	58.2	38.1	0.4	38.5
2011	IEP	54	649	29.6	51.9	18.5	0.0	18.5
2012	No IEP	266	661	4.9	54.9	39.8	0.4	40.2
2012	IEP	58	645	37.9	51.7	10.3	0.0	10.3

English Language Learners (ELLS)

ELLS represented about 7% of all tested P.S. 191 students in SY 2012 compared to about 6% in SY2011. When we compare P.S. 191 ELLS to English Proficient students between 2011 and 2012 testing, we see that a 7.1 point gain for ELLs at Levels 3+4 in 2012 over 2011 scores while English Proficient students at Levels 3+4 declined slightly (-.2%). At the same time, the percentage of ELLs at Level 1 declined by 6.1%. See Table 5.

Table 5: P.S. 191 ELLs compared to English Proficient Students in 2011 and 2012 Testing

Year	ELL or EP?	Number of Students tested	Mea Scale Score	Level 1%	Level 2 %	Level 3%	Level 4%	Level 3+4%
2011	ELL	17	651	23.5	70.6	5.9	0.0	5.9
2011	EP	281	659	7.1	56.2	36.3	0.4	36.7
2012	ELL	23	650	17.4	69.6	13.0	0.0	13.0
2012	EP	301	659	10.3	53.2	36.2	0.3	36.5

If we compare P.S 191 ELL achievement with that of all NYC ELLs in 2012 (Table 6), we see that P.S. 191 students achieved standards at slightly higher levels than all NYC ELLs (13.0% at Levels 3+4 compared to 11.6% for all NYC). Further in both 2011 and 2012 P.S. 191 ELL students had higher mean scale scores than all New York City ELLs (651, 650 compared to 643,643). This achievement is also reflected in the much higher percentage of Level 1 students for NYC as a whole in both years (23.5, 17.4 compared to 38.5, 38.9).

Table 6: All NYC ELLs NYS scores.											ELA results in 2011 compared to 2012
Grade	Year	Category	# Tested	Mean Scale Score	% LV 1	% Lv 2	% Lv 3	% Lv 4	% Lv 3+4		
All Grades	2011	ELL	56028	643	38.5	49.1	12.3	0.1	12.4		
All Grades	2012	ELL	53931	643	38.9	49.5	11.5	0.1	11.6		

Instructional strategies/activities:

Curriculum

Revise and refine **PK-8 ELA, Social Studies & Science curriculum maps in Rubicon Atlas** so that the units address the NYS ELA Common Core Standards (including shifts in rigor, text complexity and more informational texts) and meet the needs of all students. This will occur via the following mechanisms:

- Collaboratively among **teacher teams**, led by the Staff Developer, during grade meetings during preps (approx. twenty 45-minute sessions, per grade, September 2012-June 2013)
- **During 4-day D3 Magnet Curriculum Writing** Institutes facilitated by the D3Magnet Team (July 2012, August 2012, July 2013, August 2013)
- Working with **AUSSIE** consultant(s) during the School year 2012-13. This includes Saturday workshops and several days of coaching and feedback for ELA, Social Studies, Science teachers.

Additionally, we have contracted **Pearson**, to implement its **Successmaker** program for grades 3-8. This is an online, individualized, learning program to support Common Core skills practice. This program will be used to support small group instruction.

School Assessments

Implement and in some cases, design, assessments to be administered at strategic points within the school year, across grades and student subgroups, that address ELA Common Core demands. The Data Specialist Team will cull, organize and analyze the data from these assessments for teachers and the Administration. These assessments are the following:

- **MMS Informational Text Assessment:** For grades 3-8, this assessment measures student performance related to reading and responding to informational text (3x year). This assessment and its accompanying rubric have been designed by school staff and AUSSIE. The nonfiction texts used for this assessment are on social studies and science topics. We anticipate developing a 2nd grade MMS Informational Text Assessment with AUSSIE in the Spring of 2013.
- **NYCDOE ELA Common Core Units of Study:** PK-8 teachers will facilitate the culminating assessment connected to informational text from 2 NYCDOE ELA Units of Study this year (up from 1 Unit last year). These Units have been integrated into our Rubicon Atlas curriculum maps.
- **ECLAS Phonemic Awareness & Phonics assessment:** For Kindergarten students, 2x/year.
- **AUSSIE Magic Words:** This K-2 assessment, administered 2-3x/yr., for the identification of sight words. It is a better assessment than the ECLAS sight word assessment because it tests for the most common 200 sight words in the English language and better aligned to reading benchmarks for early childhood.
- **Running records:** Administered to all K-2, and select 3-8 students, 2-4x/year, this assessment provides information about decoding, comprehension, fluency, reading behaviors and independent reading levels. With the assistance of AUSSIE, the school has raised the independent reading benchmarks for each grade to better align to the rigor of the Common Core.
- Additionally, AUSSIE has worked with our staff to develop K-2 writing rubrics for each Common Core text type (narrative, informational/explanatory,

opinion) to be used for writing tasks in our K-2 Rubicon Atlas units (completed by October 2012).

Inquiry Teacher Teams

Inquiry Teacher Teams are fundamental to the intersection of curriculum, assessments and student instruction. Teams use the results of assessments and reviews of student work to inform instructional practices for student sub-groups within and between classes, and ask the questions and raise the issues that inform on-going professional development.

- Grade 3-8 Inquiry teams, after analyzing student ELA work, assessment and data, develop a SMART goal centered on ELA Common Core Standards, select a target group of students, and implement strategic instruction aimed at increased achievement around learning connected to the Common Core. Curriculum pedagogy practices derived from Inquiry Team work will be integrated in ELA curriculum maps in Rubicon Atlas (October 2012-June 2013).

PD Initiatives

- **Grade-Team meetings with Staff Developer:** During these meetings teachers of ELA, Math, Social Studies & Science engage in collaborative work around reviewing student work, best practices for instruction (including curriculum mapping and developing skills pacing calendars, etc.) and review of NYSED/EngageNY resources related to the rigor and shifts in the Common Core and NYS exams (September 2012-June 2013)
- **AUSSIE during-the-school day PD:** We have currently contracted with AUSSIE to provide differentiated PD, in the form of a viewing-coaching-feedback model or and 1:1 support with curriculum mapping that includes ELA common core skills. Although this will occur for grades K-8, the greatest emphasis is on 3-8 (October 2012-April 2013).
- **Teaching Practices to Support the ELA Common Core grades 3-8:** This on-site Saturday AUSSIE workshop is for grade 3-8 teachers new to our school or for 3-8 teachers who have previously taught at MMS but have shifted grades/subjects or teachers wishing a “refresher” on best practices. Teachers were provided with practical training on how to best support all learners with whole group, small group and one-on-one instruction so that teachers address the shifts and the rigor demanded by the Common Core (October 13, 2012)
- **Teaching the Curriculum for grades 3-8 ELA/Social Studies/Science:** This onsite Saturday AUSSIE workshops covered: exploring planned curriculum units (Unpacking the process of learning, Skills pacing calendars), big rocks of reading & writing (deconstructing & reconstructing texts), Critical thinking skills (questions teachers ask, questions students ask), text dependent & text specific questions (December 8, 2012)
- **Well Spoken: Teaching Speaking to All Students:** This PK-8 Election Day workshop for all PK-8 staff will be facilitated by educational consultant & author Erik Palmer (who presented at Curriculum 21’s conference in Saratoga this summer). This PD provided a framework for understanding & teaching the communication skills for 21st century college and career readiness including the use of technology tools (November 6, 2012)
- **Make One Change: Teach Students to Ask their own Questions:** PK-8 teachers learned how to implement the Question Formulation Technique (QFT) during an Election Day workshop. This technique helps students learn how to produce their own questions improve them, and strategize on how to use them to support inquiry-based tasks and projects (November 6, 2012). Central to this technique is increased student engagement and clearly focused student inquiries. An accompanying teacher book club at staff members’ homes took place in Dec. 2012.
- **New Teacher Support:** Because there are 9 new teacher hires for school year 2012-13, we are offering afterschool differentiated PD for these teachers from the school’s staff developer, mentor teachers or a magnet specialist in the following areas to support student progress: curriculum, best teaching practices, assessment/data, classroom management, classroom environment, and school expectations (budgeted for 12 hours per teacher).

Strategies to increase parental involvement

- Learning Walks--Key parent leaders have opportunities to explore the ELA curriculum from within classrooms by observing the ways curricular goals are implemented (January 23, 2013)
- Magnet School workshops provided by magnet specialists help parents understand how magnet activities deepen and broaden the core curriculum.
- Parents are invited and encouraged to view the twice yearly “Dream, Think, Do” projects which are outcomes of both the magnet and core areas of the

curriculum. Parents attend these celebrations either in the morning or evening. The projects give parents insight into the kind of thinking students do in core areas of the curriculum and the use they make of both art and technology in their presentations.

- Museum visits with magnet specialist or classroom teachers explore the way museum education works as a support in ELA, social studies and science
- School website--provides an array of information about family and school events, access to school data, and on-going museum education
- Engrade is a teacher-parent on-line communication tool for use in the upper grades: Teachers post current grades, and missing assignments so parents know how students are functioning in the classroom. They can also post homework and receive it back from students directly.

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I x Title IIA x Title III x Grants _____ Other

If other is selected describe here:

Service and program coordination

- **Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).**
- Our Year 2 and Year 3 funding from the Federal District 3 Grant to Reduce Minority Isolation enables us to provide extensive curriculum development using Rubicon Atlas and professional development in ELA, social studies, and science as well as museum- and art- based instruction for students and professional development for teachers. With this grant we were also able to hire a full-time museum educator and a magnet technology specialist as well as to provide 21th century technology tools for our students to research and develop museum quality projects. It allows both students and families access to a variety of museum activities. Parent involvement is a major beneficiary of grant funds.
- Title I SWP funds provide full funding for a staff developer, partial funding for a second AP and the avoidance of overcrowded classes in Grades 6 (science) and 8 (social studies), as well as required support for students in temporary housing.
- Title IIA funds partially funded a Grade 1 teacher to enable us to keep Grade 1 class sizes a reasonable size.
- Tax Levy funds allowed us to supplement current curriculum in social studies (Discovery Learning) and science (Achieve 3000) as well as with Pearson's Successmaker for individualized skill development in reading, making possible small-group instruction during ELA work periods; Engrade
- Title III funding supports an upper and lower school afterschool ESL enrichment and a Saturday trip program for ELLs and their families.

ANNUAL GOAL #2 AND ACTION PLAN

Goal 2: To develop & implement a sustainable math curriculum, supported by assessments & pedagogy, designed to meet the rigor & demands of the Math Common Core. In particular, the focus will be on the development of mathematical reasoning and problem solving.

Evidence that we are meeting this goal will include:

- On constructed responses, 50% of all students will achieve a Level 3 or 4 on the Domains of the 2013 NY State Math test (i.e. geometry, fractions, etc.) and 65% will achieve Level 3 or 4 on the number sense strand.
- An overall increase of 3% of all tested students achieving Level 3 or 4 (from 52% to 55%) on the Spring 2013 NY State Math test.
- An increase of 5 points in the Mean Scale Score for all students--from 673 to 678 on the Spring 2013 NY State Math test.

Comprehensive Needs Assessment

In Spring 2012, P.S. 191 achieved an increase of 2% of students achieving at standards on the NYS Math test --from 50% in 2011 to 52% in 2012 (see Table 7). While we did not meet the 7% gain we had set in our 2011-12 CEP, we believe that our emphasis on math reasoning and problem solving had a positive effect on student achievement. We are pleased to report an increase, though slight, at both Level 3 and Level 4.

Table 7: P.S. 191 Results on the New York State 2011-2012 Math Test (Grades 3-8)
for all students tested at the school in Spring 2012

	Grade	Year	Category	Number Tested	Mean Scale Score	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 3+4%
	All Grades	2011	All Students	302	675	6.0	44.0	39.1	10.9	50.0
	All Grades	2012	All Students	329	673	7.3	40.7	40.4	11.6	52.0

For the sake of comparison, the NYC total of all tested students performing at Levels 3+4 on the 2012 math test was 60.0%--a gain of 2.7% over 2011 achievement. The mean scale score for all tested students in NYC public schools was 682 in 2012 compared to our MSS of 673. It should be noted that in 2012 the citywide percentage of students scoring at Level 1 was 9.2% compared to our school's 7.3%.

Constructed Responses by Strand

Given the instructional focus on problem solving and number sense, what can we learn from the data? In the constructed response section of the math test students were asked to solve a problem or, at the least, to apply their knowledge of a mathematical concept in a concrete situation. The test included the five "strands"--number sense, algebra, geometry, measurement, and statistics/probability--although not all grades are tested on every strand.

In terms of overall success on the test, Grade 3 students were at Levels 3 or 4 on all strands. Accordingly the school received 99% of the extra-credit available on

the School Report Card (i.e., Grade 3 students are “on track for college” in mathematics).

There are a variety of ways the math data could be presented but in Table 9 it is simply presented as the percentage of Level 3 and Level 4 responses in all grades on each strand. There were no Level 1 average performances.

Table 9: The percentage of students in all grades achieving at Levels 3+4 on constructed responses on each strand at all Grade levels and Grades with the Strongest Performances (NY Start)

Strand	% Achieving at Levels 3+4	Strongest Performances by Grade
Number Sense	60%	3, 6, 4
Algebra	46%	3, 7, 5
Geometry	67%	3, 7, 6
Measurement	38%	3, 8
Statistics/Probability	67%	4, 5

It must be noted that not all grades were tested on all strands. , Grades 3, 7, and 8 were not tested on statistics and probability; Grade 7 had no measurement item. Looking at the school’s weakest strand performance, measurement, there were three questions in Grade 5 about the measurement and construction of angles. Obviously this item required more experience with protractors than our students had had. In Algebra, Grade 8, there were 4 problems. On one problem students achieved a Level 3; on the other 3 items the students’ average score was .1 below a level 3. If they had done just a bit better on these three questions, our average level 3 score for algebra would have been 73%.

In summary: the math constructed response data suggests that our students are achieving in math problem solving and that this emphasis in math instruction is having good results. We appear to be on the cusp of significant growth in mathematics achievement.

Multiple Choice Math Data

It is difficult to tease out precise information about improvement in student performance on the ARIS system analysis of the multiple choice section of the math test. What can be seen is that between 2011 and 2012 there were minor gains (0-2 points **at and above** the SPI across the grades (Student Proficiency Index) range in number sense, algebra, statistics and probability, and measurement) and a 4 point gain in statistics and probability. The best gains (although only 1-4 points) were in students **scoring above** the range in algebra, statistics and probability, measurement, and geometry.

The average proficiency score suggests that we are near having many more students achieving at Level 3. We can speculate as follows: if most students at Level 2 and Level 3 had answered 1-2 more questions correctly, our overall achievement in math would likely have been closer to 60% of students meeting the Level 3 standard.

Math Growth Data

The math growth data from New York State says that the Mean Growth Percentile (MGP), even unadjusted, is within the Adjusted MGP confidence range for all grades. The caveat about this data which was designed to measure “teacher effectiveness” is the same as was mentioned in the ELA Goal 1 discussed above. We take this data to reflect the school’s curriculum units and the strategies and P.D. we have put in place. As such we have found it of value. It shows as indicated in the report that we are an effective school.

Table 10: 2011-12 New York State-Provided Growth Data Math—Growth Rating Effective

					Adjusted MGP Confidence Range	
	Number of Student Scores	Percent of Students Above State Median	Unadjusted MGP	Adjusted MGP	Lower Limit	Upper Limit
Math	273	39	44	44	41	47
Math Grade 4	35	20	33	33	25	40
Math Grade 5	48	35	37.5	38	30	46
Math Grade 6	62	35	45	45	38	51
Math Grade 7	75	51	51.5	52	46	58
Math Grade 8	53	42	45.5	45.5	38	52

The only disappointing aspect of the data reported in Table 10 is in the percent of students above the state median. Given that we appear to have shown math growth, and not only in student growth but in an overall 2% gain in the achievement of standards and good performance on constructed responses, we would have expected to see an average of 45% of students above that median. We anticipate that this weakness reflects also a Mean Scale Score (MSS) of 673 for the school as a whole compared to a MSS of 682 for all NYC students. We anticipate that the curriculum and instructional strategies we have in place will improve that result--barring an extreme change in the difficulty of the Spring 2013 NY State Math Test.

Students With Individual Educational Plans (IEPS or Students with Disabilities SWD)

There was a decline in Level 3+4 performance among students with IEPs between 2011 and 2012 testing (from 32.7% to 25.9%). This was accompanied an increase of those students who achieved at Level 1 (14.5% in 2011 to 25.9% in 2012). See Table 10. This decline in performance of this group of students did

not occur across NYC as a whole. This change in performance is also new in school history and indicates that we should raise questions about the causes: e.g., do we have a different population of students? Are we offering the strongest math program to meet all students needs? Are we differentiating our math lessons sufficiently to ensure that all students receive the instruction they need? Addressing these questions is essential to meeting the math goals we have set.

Table 10: Museum Magnet School Results on the New York State 2011-2012 Math Test (Grades 3-8) for students without and with IEPs tested at the school in Spring 2012

Grade	Year	Category	Number Tested	Mean Scale Score	Level1 %	Level2%	Level 3 %	Level 4 %	L 3+4 %
All	2011	Not SWD	247	677	4.0	42.1	43.3	10.5	53.8
All	2011	SWD	55	666	14.5	52.7	20.0	12.7	32.7
All	2012	Not SWD	271	677	3.3	39.1	44.6	12.9	57.6
All	2012	SWD	58	651	25.9	48.3	20.7	5.2	25.9

English Language Learners

ELLs made a an impressive 6% gain in achievement at Levels 3+4 between 2011 and 2012 (from 33.3 to 39.3%0. This was offset by a 3.6% increase in students who scored at Level 1--from 14.3% of student in 2011 to 17.9% increase in 2012. See Table 11. It is difficult to assess either gains or losses by ELLs in math (or ELA for that matter) since English fluency is a determining factor. A student who has been in an English environment for only one year is quite different than one who has had ESL instruction for two or three years.

**Table 11: NYC Results on the New York State 2011-2012 Math Test (Grades 3-8)
School Summary Results By English Proficiency Status**

	Grades	Year	ELL Status	N Tested	Mean Scale Score	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 3+4 %
	All	2011	ELL	21	665	14.3	52.4	28.6	4.8	33.3
	All	2011	EP	281	676	5.3	43.4	39.9	11.4	51.2
	All	2012	ELL	28	663	17.9	42.9	28.6	10.7	39.3
	All	2012	EP	301	674	6.3	40.5	41.5	11.6	53.2

Instructional strategies/activities

Curriculum

Revise and refine PK-8 Math curriculum maps in Rubicon Atlas so that the units address the NYS Math Common Core Standards and the needs of all students. Specifically:

- During the Summer of 2012, **Math Curriculum Maps in Rubicon Atlas** were aligned to the recently-released **NYCDOE Common Core Math Scope & Sequence**, which included extensive reworking of the middle school unit maps. For grades 3-8, Maps were designed to make sure that Math Common Core Standards Emphases were addressed prior to the NYS Math exams in April.
- During the Summer of 2012, PK-5 Curriculum Maps were revised to include specific *Everyday Math* Common Core alignments for every Common Core Math Domain (i.e., Geometry, Numbers & Operations in Base Ten, etc.).

Additionally, we have contracted **Pearson**, to implement its **Successmaker** program for grades 3-8. This is an online, individualized, learning program to support Common Core skills practice. This program will be used to support small group instruction.

Pedagogy

- Refining the use of the workshop structure across grades. This includes training of teachers new to MMS.

School Assessments

Implement and in some cases, design, assessments to be administered at strategic points within the school year, across grades, that address Math Common Core demands. The Data Specialist Team will cull, organize and analyze the data from these assessments for teachers and the Administration. These assessments are

the following:

- **MMS Math Performance Tasks:** For grades 2-8, AUSSIE in collaboration with school staff, developed performance tasks for each Common Core Math Domain. Each performance task is a multistep word problem requiring mathematical modeling and reasoning. These performance tasks are integrated into our Rubicon Atlas Math Maps, and function as Pre & Post unit assessments (developed May-Sept. 2012, implemented Sept.-June 2013).
- **NYCDOE Math Units of Study:** PK-8 will be facilitating the culminating assessment from a NYCDOE Math Units of Study. These Units have been integrated into our Rubicon Atlas curriculum maps.
- **Acuity:** This year we will be administering 2 Math Baseline Assessments, and 1 Winter Benchmark Assessment & 1 Spring Benchmark Assessment for grades 3-8. These assessments have been aligned to the Math Common Core.
- **K-1 MMS Math Assessments:** Teacher teams developed a Baseline/Endline math inventory which are individualized student assessments aligned to specific Common Core Standards (Sept.-Oct. 2012, May-June 2013).

Inquiry Teacher Teams

- Grade K-1 Inquiry Teams, after analyzing student math work, MMS Math Assessments and data, will develop a SMART goal centered on Math Common Core Standards, will select a target group of students, and will implement strategic instruction aimed at increased achievement around learning connected to the Common Core. Curriculum pedagogy practices derived from Inquiry Team work will be integrated in ELA curriculum maps in Rubicon Atlas (October 2012-June 2013).

Special PD Initiatives

The school has contracted with **AUSSIE** to provide us with PD around curriculum and pedagogy that the supports the **Math Common Core**. This includes:

- A 4-hour workshop on Saturday, for grade 3-8 Math teachers on supporting our students in the shifts in the Math Common Core to prepare for the NYS exams (January 26, 2013)
- A during-the-school-day coaching session with upper grade math teachers to ensure that the lessons & activities in Rubicon Atlas maps address the rigor & shifts in the Math Common Core (February 5, 2013)
- More PD with AUSSIE in math may be contracted as per school needs and budget.

Strategies to increase parental involvement

- Learning Walks--Key parent leaders have opportunities to explore the math curriculum from within classrooms by observing the ways curricular goals are implemented (Spring 2013)
- Teacher-led workshops for parents in their classrooms provide direct insight into math curriculum units (Grades 3-5).
- Parents are invited and encouraged to view the twice yearly "Dream, Think, Do" projects which are outcomes of the magnet curriculum and include math projects. Parents attend these celebrations either in the morning or evening. The projects give parents insight into the kind of mathematical thinking students do.
- Museum visits with magnet specialist or classroom teachers explore the way museum education supplements the math curriculum.
- School website--provides an array of information about family and school events, access to school data, and on-going museum education, as well as how to support their children at home.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III X Grants Other

If other is selected describe here:

Service and program coordination

- Our Year 2 and Year 3 funding from the Federal District 3 Grant to Reduce Minority Isolation enabled us to provide extensive curriculum development using Rubicon Atlas and professional development in Math as well as museum- and art- based instruction for students. With this grant we were also able to hire a full-time museum educator and a technology specialist as well as to provide 21th century technology tools for our students to create museum-quality projects in mathematics as well as other core subjects. These funds include for math a mentoring/coaching component.
- Title I SWP funds were used to provide full funding for a staff developer, partial funding for a second AP as well as additional academic and other supports for students in temporary housing.
- Title III funds supplement the lower grade afterschool program with math vocabulary and interactive math games.
- Tax Levy funds allowed us to supplement the math curriculum with Pearson skill programs in math, a program used in coordination with small-group instruction.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Goal 3: To create and communicate a positive school culture that is based on mutual respect among all members of the school community. To make positive changes in school climate that will motivate staff, students, and families to improve attendance, engagement, communication, and overall investment in our school community.

Measurable objectives for the goal are as follows:

- On the 2013 Learning Environment Survey, 10% of students and teachers will rate the school more favorably in the category of Safety and Respect than they did on the 2012 survey;
- To increase by 10% overall favorable student, and teacher, and parent ratings on the Learning Environment Survey than on 2012 surveys--using School Report Card data for 2012 as the base data.
- Achieve an attendance rate of at least 93.7%
- By June 2013, 50% of parents will have participated in at least one of the following: Magnet school committee work, parent liaisons to other district schools or to the CEC, family workshops offered by our Museum partnerships, family workshops facilitated by teachers targeting their students' families and their needs, "Parent Peek" museum tours, Technology workshops, School Leadership Team, Parent-Teacher Association committees and activities, Magnet School Community events such as the Dream, Think, Do exhibit, Learning Walks. Evidence for parent participation will include attendance sheets at school and District 3 events and committee work.
- Evidence of high levels of student engagement in classroom instruction as observed and documented by school administrators in formal observations.

Comprehensive Needs Assessment

NY School Survey Results 2011-12

Parent Results: 85% of parents completed the survey.

About 95% of the parents who filled out the survey were satisfied or very satisfied with the education their children had received during the 2011-12 school year and with their opportunity to be involved with their children's education--a slight improvement over last year. The areas where parents felt there were issues concerned bullying (39%), the fairness of discipline (33%), and student safety (29%).

Student Results: 56% of Middle School students completed the survey (30% of those were in Grade 6, 70% in Grade 7, and 0% in Grade 8).

Students felt that the school had high expectations for them both now and for their future, that teachers set high standards for student work, and that they are given information about what they need to do to prepare for the next stage of education. Students had some reservations about whether the school had helped them set challenging goals.

One major area of concern (i.e., where 25% or more of the students were in some way dissatisfied or critical) was about having respect for others, including

having respect for those who get good grades, bullying, treating teachers and other students with respect, students not caring about each other, and physical fighting.

A second major area of concern was around the fairness of discipline. Finally, many expressed some feelings of discomfort in communicating about a class problem or other problem to teachers or others.

Teacher Results: 52% of Teachers completed the survey.

In the main teachers agreed that the school sets rigorous and meaningful academic goals that encourage students to do their best: e.g., that school leaders visit and observe classrooms, and place a high value on the quality of teaching, provide for teacher collaboration, and use data to improve instructional decisions.

Teachers had negative feedback about the quality of communication between administration and teachers in many areas. This included communication about the behavior of students to their parents, as well as seeking information by administration and teachers from parents about students' learning needs.

There was also dissatisfaction from about half of the teachers about their professional development opportunities. (It is true that most professional development provided by the school--which was very substantial--was aimed at classroom teachers in the academic areas of math, English Language Arts and social studies). It must be noted that in an anonymous on-line school teacher survey completed at the end of the school year by 95% of teachers, a totally different picture of staff development appears: support from school staff developer--78% satisfied or highly satisfied (63%) with 8% not-applicable; support from magnet specialist--65% satisfied or highly satisfied (40%) with 10% not-applicable; support from Magnet Technology Specialist--79% satisfied or highly satisfied (46%) with 2% not-applicable; support from Aussie ELA--38% satisfied or highly satisfied (19%) with 48% not-applicable; Aussie Math--29% satisfied or highly satisfied (10%) with 60% not applicable. Support from NY Historical Society, Studio-in-a-school, and Lincoln Center Institute varied but generally fell in the range of 80-90 satisfied or very satisfied for those who received the P.D.

In the terms of safety and respect, teachers agreed strongly that teachers have respect for the most effective teachers, for teachers who take on instructional leadership roles, and have trust in one another. Teachers felt that they did not get help in addressing student behavioral issues, that students do not treat them with respect, and indeed do not treat each other with respect, that bullying continues to be a problem, and that a variety of student conflicts based on race, color, creed, ethnicity, gender identity and sexual orientation simmer below the surface.

Instructional strategies/activities

New Families Initiatives

Provide prospective families the opportunity to visit our school to learn about our vision & mission, curriculum, and all programming and services: August 30, 2012 (New Parent Orientation), September 19, 20, 21 (Open School Week - Parents as Partners), September 20, 2012 (Curriculum Night: Meet our Partners/Meet the Teachers), November 8, 2012 (Open House), November 14 (Parent Teacher Conference), December 18 & June 5 (Dream, Think, Do! Gallery Walks).

Magnet-Related Activities for Parents

Parents and students will engage in one on one communication during the Dream, Think, Do! Gallery Tours in December & June. During this time student docents guide families and guests from the community through the "galleries" of student projects. This initiative illustrates the 3 C's that MMS regards as a critical factor in continuing to develop our community learning environment: Communication, Collaboration & Critical Thinking.

Provide opportunities for parents to engage in Parent/Child Workshops & Family Events related to and in conjunction with the curriculum and with our school partnerships by meeting with our institutional partners: Lincoln Center Institute, Studio in a School, & New York Historical Society. All workshops dates will be posted on Museum Magnet Website. Also at *Pre-K non-attendance day Professional Development at Children's Museums*: Parents are invited to attend the Pre-K non-attendance professional development workshops at Children's Museum of Manhattan (December 5 & February 6).

Parents have direct, hands-on opportunities to learn *how* museum themed, interdisciplinary and project based learning is integrated into the curriculum. This objective will be accomplished by offering:

- *Parent/Family Peek Tour Program*: Once per month, Hope Salas, Museum Magnet Specialist, and a MMS teacher will provide a guided tour in a museum to give parents a opportunity to see the various galleries & exhibits their students will be introduced to and learning in throughout the school year. Also, parents & children will have the opportunity to attend Family Programming at various museums throughout the city and will be escorted by Hope Salas &/or MMS teacher. Parent/Family Peek Tour Schedule: Sept. 29 (The Metropolitan Museum of Art), October 20 (The Center for Architecture), November, December (MoMA), January TBD, February (Children's Museum of the Arts), March TBD, April TBD, May (Brooklyn Botanical Gardens date TBD) & June TBD.
- *Magnet Café*: First Friday of every month parents gather in the Family Room to receive school-wide event updates, discuss important matters, share information and sign up to volunteer/participate in various school events and workshops.
- Provide parent/family/community members the opportunity to learn about the technology used by students and teachers in the classroom that support 21st Century Skills by providing Technology Workshops offered by Technology Magnet Specialist, Shawn Mitchell: November 8 (Open House), PD dates will be posted as parents request workshops.

Other Parent Workshops and Activities

- As part of the "Professional Responsibilities" domain of the Danielson Framework, teachers in Grades 3-5 were encouraged during Goal-setting meetings with the Principal to facilitate one workshop for their students' families. (January-June)
- Staff Developer will provide parents with an overview of the NYS exams during a morning workshop (February 2013)

Parent Volunteers

- Learning Leaders-trained volunteers will provide sustained help in the school in a variety of capacities in the lunchroom, playground, and classrooms depending on parent interest and school needs (December-June)
- Parents are recruited to volunteer with New York Cares volunteers for various school-wide projects.

Positive Climate Student Activities

- The Project Positive Team (PPT) is composed of both A.P.s, guidance counselors, "Counseling in the Schools" guidance support, Parent Coordinator and Community Associate (C.A.). They form a team responsible for creating monthly School Spirit Days around themes (i.e. Career Day, Crazy Hat Day) and

monthly assemblies(to which parents are invited) and which include student performances and recognition and awards for academic, attendance, and behavioral achievement, for all grades.

- The School Store is open weekly and is run by students and supervised by the C.A. The store contains school supplies and other prizes and cost a variety of accumulated tokens awarded by teachers (all tokens) and students (AOK cards—Acts of Kindness) for positive behavior and performance.
- The Student Council is composed of representatives from grades 6-8 who provide an independent student voice for ideas, issues and concerns. The Student Council has open access to School Administrators, appointment access to the Project Positive Team, and attendance and speaking rights at SLT meetings. The Student Council solicits both student responses to the school climate as well as ideas for new programs/activities.
- Town Halls (monthly for Grades 4-8): These grade meetings take on a variety of issues (e.g., bullying awareness and understanding, peer mediation, community building activities) in a variety of formats (role plays, turn and talk, “looks like, sounds like” posters and discussions). Some activities are accompanied by lessons for teachers and/or guidance counselors use in Grade 2-8 classrooms.
- Incentive Events (monthly for Grade 5-8): These are events to which students must be invited as celebrations of good school citizenship. These events take various forms (sports competitions by grade, trips, school dance, Community Service Day, etc.).
- Community Associate—In addition to responsibilities on the PPT, the C.A. is responsible for meeting and greeting students and parents by name every morning, daily “Live at Nine” morning announcements, representing the PPT at PTA and SLT meetings, modeling appropriate behavior and enforcing school expectations in public spaces, and calling parents about unacceptable student behavior where parent intervention is required. Above all the C.A.-- in cooperation with the guidance staff – conducts mediations with students—either as a result of observed behavior or as requested by teachers or APs. This last function constitutes a major contribution to a positive school tone. Because the C.A. is also the director of our successful afterschool program, he is known and admired by students and parents across the school.

Positive Climate Teacher Activities

- Teacher-Principal Goal Setting Meetings (2x/year): At these meetings teachers have the opportunity to lay out their professional objectives for the year. These objectives then provide a context for principal observations.
- Fully funded Quiet Instructional Room: The purpose of this room is to allow students who, for one reason or another, are unable to function in their classrooms to have a quiet place to focus on assigned work.
- Principal-UFT Consultation Committee: The purpose of the Committee is to air issues, disagreements and misunderstandings that may arise between principal and teachers in order to enhance communication.

Interactive Technology

- The school website (www.museummagnet.com) developed by E-Chalk provides families with up-to-date information about school activities including calendars, parent initiatives, class pages, curriculum, messages from the Administration, and trips.
- Engrade: This web-based grade book, in use in upper grade classes, provides families with constantly updated information related to their child’s current grades and attendance, homework assignments (future and missing), and allow students to post homework directly to teacher.

Strategies to increase parental involvement

Described above.

Budget and resources alignment

- Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I x Title IIA Title III x Grants Other

If other is selected describe here:

Service and program coordination

- District 3 Federal Grant to Decrease Minority Isolation funds most magnet parent activities
- Tax Levy funds a Community Associate; Engrade; a teacher for the Quiet Instructional Room daily as needed
- Title I: Title I Parent Committee funds
- A City Council grant funds the Counseling in the Schools Guidance counselor

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>1. Elementary: Reading informational text (analyzing text structures that provide support for reader, reading for comprehension, vocabulary development, defining words in context, structured phonics as needed); Writing to informational text (topic sentence, paragraph structure, elaboration of details, forming a conclusion)—work on these strategies is done both orally and through interactive or pair writing.</p> <p>2. Middle School: As above but with an emphasis on reading and writing to multiple texts citing text evidence to support ideas about text meaning and implications</p>	Both programs: small group instruction	<p>1. Elementary: During the school day provided by three teachers</p> <p>2. Middle School: Saturday Academy provided by two teachers for 10 weeks for 3 hours each</p>
Mathematics	<p>Elementary: Building basic number sense, number sense applications, strategies for solving word problems (make a list, chart, etc.)</p> <p>Grades 4-8: Focus on problem-solving in the framework of the Math Core: reading questions for understanding, developing strategies for solving problems or</p>	<p>Small group instruction</p> <p>Small group instruction</p>	<p>During the school day provided by three teachers</p> <p>After-school provided by five teachers for 25 hours of instruction</p>

	applying appropriate information/skill and giving an explanation for the answer given.		
Science	Focus is on reading science text for main idea and supporting details— use and application of technical vocabulary in context, use of text structures to support comprehension	Small group instruction	During the school day provided by one teacher
Social Studies	Same approach used as with ELA but with special emphasis on social studies text.	Small group instruction	Middle School: Saturday Academy provided by two teachers for 10 weeks for 3 hours each
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>1. Social Worker: After rapport and trust is established, approach is relationship therapy supplemented by play therapy—the aim is to help student recognize interplay between their emotions and their actions and to recognize that acting out is not a true expression of who they are. A final step is to help students develop achievable behavioral plans.</p> <p>2. Counseling-in-the-Schools Clinician (15.5 hrs/wk--family consent required): Play and art therapy (supplemented by raising awareness of self-care through nutrition and wellness education) for students with social, emotional and behavioral needs--particularly for children with severe challenges at home.</p> <p>3. Social worker, psychologist, and CIS clinician provide crisis intervention (for non-referred students and families) as needed.</p>	<p>1. 1 to 1 and small group</p> <p>2. 1 to 1, small group plus classroom push-in support when needed</p> <p>3. Crisis intervention</p>	<p>All are during the school day</p> <p>During the school day</p> <p>During the school day</p>

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

P.S. 191 is fortunate to be located in the Lincoln Center area of Manhattan—a neighborhood experienced as very safe and as well as near many forms of public transportation. Over the years we have been able to recruit highly-qualified teachers at rates not experienced by many other schools.

We have also been able to retain these teachers for years and for many reasons. Not the least of these reasons is that we have provided an array of very rich professional development activities, refined each year both to meet the needs of teachers and students and to meet new curriculum demands. Some P.D. and mentoring is aimed at new teachers who need to learn our curriculum units and the instructional strategies and classroom practices we use to present them. Other P.D. is aimed at enhancing the richness of the curriculum through the arts. For example, we have partnered with Lincoln Center Institute for 20 years and have incorporated their methodology not only in the arts but across the curriculum. This process has been supported and supplemented by our federal Museum Magnet grant. The approach of “observing” as a beginning of unit and student inquiries, not only in art but with visual and printed texts across the core curriculum, is now embedded in our school.

Finally, over the last 10 years teachers--within the framework of DOE and Core Curriculum guidelines--have created and refined the curriculum units they teach so that they own them. This provides the professional satisfaction for the most able teachers that makes commitment to the school long term.

All teacher assignments are based on licenses and certifications.

PARENT INVOLVEMENT POLICY (PIP)

APPROVED BY TITLE 1 PARENT INVOLVEMENT COMMITTEE AND SCHOOL LEADERSHIP TEAM JANUARY 2013

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes

providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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 and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

For details about our commitment to this policy, please see more details in Goal #3

SCHOOL-PARENT COMPACT

Our school, 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. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

Home School Compact PS 191 -- The Museum Magnet School Revised January 2013

School Responsibilities: We will

- create a unique, competitive, world-class 21st Century School a desirable 1st choice for parents across the District, through continued development of the Museum curriculum and expanded resources.
- provide a safe, nurturing and happy environment that motivates, inspires and engages all students.
- encourage positive behavior and acts of kindness through rewards and acknowledgement of positive behavior.
- provide instruction that meets the needs of every child.
- remain focused on the goal of helping children achieve their best academically and socially by involving parents and outside resources and partnerships with the community.
- improve the quality of instruction through professional development.
- create open dialogue with parents to keep them informed of progress and/or any challenges the students may face.

Student Responsibilities: I will

- encourage my peers, and be encouraged, to succeed and do my BEST in all of my academic, personal and extra-curricular activities.
- respect myself, others, the environment and my community.
- respect the differences of others and not be judgmental.
- come to school prepared to learn new things and take on my day with a positive attitude.
- know I can feel comfortable and confident going to any school community member (including teachers, family and friends) for help and support.
- read on my own at least 30 minutes each day or have a family member read to me.
- be on time and attend school daily.
- complete homework and other assignments and return them to school promptly.

Parental Responsibilities: I will

- create a partnership with the school staff to monitor my child's progress in all areas: academic, social-emotional, physical, and aesthetic (creative).
- ensure my child's progress by meeting their basic daily needs: physically (i.e. meals, exercise, etc.), emotionally (i.e. positive feedback, expressions of love, etc.), and intellectually (i.e. extra-curricular activities, ask questions about their school day/lessons, encourage curiosity, etc.).
- monitor all classroom and subject assignments and their completion on a timely basis.
- support the school dress and discipline codes and respect all school regulations.
- actively obtain information about school community events--including the PTA, through e-mail, Internet (website), visits to the family room, and written communications.
- keep the school current on my contact information and any pertinent information about my child.

Principal Signature _____

Teacher Signature _____

Student Signature _____

Parent Signature _____

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Margaret Strut	District 03	Borough Manhattan	School Number 191
School Name Museum Magnet School PS 191			

B. Language Allocation Policy Team Composition [?](#)

Principal Maria Verdesoto	Assistant Principal Mary Negron
Coach type here	Coach type here
ESL Teacher Lindsay Rubsam	Guidance Counselor type here
Teacher/Subject Area Miss Lorraine	Parent
Teacher/Subject Area type here	Parent Coordinator Damaris Carrion
Related Service Provider Linda Dershkowitz	Other type here
Network Leader Margaret Strut	Other type here

C. 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	4	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	549	Total Number of ELLs	47	ELLs as share of total student population (%)	8.56%
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Part II: ELL Identification Process

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

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

1. Identification procedures, parent orientation, parent selection survey, and child placement and annual evaluation (NYSESLAT). The following procedures take place within the first ten days after registration:

When the parents come to a register a child, a pedagogue will assist the parent in filling out the Home Language Identification Survey (HLIS). The HLIS is provided to the parent in the language they feel most comfortable with. If the parent prefers to speak in a language other than English, a pedagogue who speaks that language is called in to interview that parent. If there is no one present who can speak the language of that parent, then the translation and interpretation unit is called and a translator is provided. The Lab-R is then administered by one of the ESL teachers if it is deemed appropriate by the adults involved with the meeting of the parent.

Miss Rubsam, Ms. Cabinte, Ms. Vazquez, and Mrs. Segur are certified in ESL. Miss Rubsam speaks Spanish and administers the Spanish Lab-R if the child does not meet the cut score on the English Lab-R. After it is determined that the student qualifies for services, the parent is given a written invitation in the home language of the parent (parent entitlement letter) for a parent orientation. At the parent orientation, parents view the orientation video in their preferred language and have the opportunity to ask questions. Translators are present to facilitate communication. The parents are informed about the program available at our school and of the different bilingual/ESL programs that are available in the NYC public schools. The parents are informed of their right to place their child in any of these programs. The parent then fills out the parent survey/selection form with the help of the ESL teacher or translator. If the parent wishes to place their child in a program not available at our school, the ESL teachers research and provide the parent with the contact information of the schools in the area that provide that particular program. Every attempt is made to contact the parent and invite them to the school to attend parent orientation. If the parent does not fill out a parent survey/selection form, then the child is placed in the default Transitional Bilingual Education program.

Each spring the NYSESLAT is administered by the ESL teachers to measure student progress in the areas of speaking, listening, reading, and writing. We use the ATS reports to ensure that the given students are required to take the NYSESLAT. The level reached on this exam indicates progress in each of the strands and determines the amount of services required.

2. The following procedures take place within the first ten days of registration:

The following Parents of children who are to receive ESL services as dictated by the HLIS and parent interview, are invited to a parent orientation via a parent orientation letter in their preferred language. At the orientation, the licensed ESL teachers (Miss Rubsam and Ms Segur) are present. The parents view the orientation video in their preferred language and fill out the parent survey/program selection in their preferred language and under the guidance of the ESL teacher or trained translator. Parents can choose from the following 3 programs: Transitional Bilingual Education, Dual Language Program, or English as a Second Language. In addition to the video, the parents are given a pamphlet in their preferred language that describes the different program options. If the parents wish to place their child in a program not available at the school, the ESL teachers will research and provide the parent with the contact information of the schools in the area that provide the desired program. Every effort is made to secure parent contact and all forms which are then placed in our school's compliance binder.

3. Entitlement letters are distributed once it is determined that the student is entitled to ESL services. The parent is given a written parent orientation letter in their preferred language (as per the HLIS). At the parent orientation, the parent receives a pamphlet in their preferred language that describes the various programs available in the NYC public school system. Accompanying the pamphlet is the parent orientation video; watched in their preferred language. An ESL teacher with an accompanying translator if the ESL teacher does not speak that language, help the parent fill out the program survey/selection form. The parent has multiple opportunities to ask questions and clarify meaning. Every effort is made to secure parent contact and all forms which are then placed in our school's compliance binder.

4. The Entitlement letters and parent survey/program selection forms are sent out in the parent's preferred language as per the HLIS. The orientation is available in multiple languages and is shown to the parent in their preferred language. At the parent orientation a translator is present to assist the parent if the ESL teacher or other pedagogue does not speak the preferred language of the parent. All documents are kept in the compliance binder.

5. After reviewing the parent survey and program selection form forms for the past years, it is shown that parents have opted for the Freestanding ESL program. If enough parents choose to have their child placed in a Transitional Bilingual Education program, then a Transitional Bilingual Education program is formed. If the parent chooses to have their child placed in a program not available at our school, then the ESL teacher researches and provides that parent with the contact information of schools that provide the given program.

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Push-In							1							1
Total	0	0	0	0	0	0	1	0	0	0	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	36	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	2

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

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
Dual Language										0
ESL	36			8			2			46
Total	36	0	0	8	0	0	2	0	0	46

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	5	1	1	4	3	4	5	2					27
Chinese		2	1	1		1	1							6
Russian				1										1
Bengali		1	1											2
Urdu														0
Arabic														0
Haitian							2							2
French							1							1
Korean		1							1					2
Punjabi														0

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
Polish														0
Albanian														0
Other	1		1			1	2							5
TOTAL	3	9	4	3	4	5	10	5	3	0	0	0	0	46

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Our school provides both push-in and pull-out. K-5 is pull-out. Sixth grade is both push-in and pull-out. Seventh grade is pull-out and 8th grade is... The ELLs are grouped ...

The classes are heterogeneous. Students in grades K-5 are in one class with one teacher most of the day. The teachers on the grade collaborate and one teacher teaches science and the other social studies. Students in grades 6-8 travel as a group to each subject area teacher. Our ELLs are serviced by three ESL teachers. Ms. Segur services our kindergarten through our third grade students. Ms. Rubsam services our fourth through seventh grade students. Ms. Cabinte services our eighth grade students.

2. We currently have 47 ELLs in our school. The beginner and intermediate population receive 360 minutes per week of literacy instruction while our advanced students receive 180 minutes of reading and writing instruction. ESL teachers maintain a collaborative communication with the classroom teachers in order to provide support for on-going units of study. All student schedules are kept in our compliance binder.

We have three ESL certified providers; Mary Segur, Grades K - 3 (19); Lindsay Rubsam, Grades 4 - 7 (25); and Esther Cabinte, Grade 8 (3). Mary Segur has 15 beginner/intermediate students that receive the mandated 360 minutes and 4 advanced students that receive 180 minutes. Lindsay Rubsam has 10 beginner/intermediate students that receive 360 minutes and 14 advanced students that receive 180 minutes. Esther Cabinte has 1 beginner/intermediate student and 2 advanced students. Each teacher provides the mandated minutes for all students.

A. Programming and Scheduling Information

The push-in pull-out model supports students in reading and writing. The ESL providers work in collaboration with the classroom teacher in order to provide optimal services for the students. Students who receive service via the pull-out model are normally grouped according to their proficiency level.

3. Instructors use a variety of approaches and methods to support effective learning. One method used is scaffolding where the teacher prompts the student until they arrive at an answer that is comprehensible and correct. Teachers both model tasks and repeat them for clarity and understanding. Graphic organizers, paraphrasing and simplification of language with direct teaching of vocabulary are strategies used to facilitate understanding and learning. Small group instruction includes guided and shared reading tactics to aid in reading comprehension. The ESL teachers will use the native language as a supplement to help aid in the comprehension of content area material where applicable.

4. The students are evaluated in their native language through the use of the Spanish Lab-R and through informal and formal assessment when applicable.

5. We provide a variety of assessment tools to determine reading levels and specific language needs. Our school uses the Fountas and Pinnell Reading levels and uses the Rigby Leveled Assessment Guide to individually test each student. Students receive guided leveled reading instruction based on these reports.

5a. For SIFE students, the ESL providers organize instruction around their actual grade level with modifications such as: using a slightly slower speech rate, speaking clearly and repeating if needed, and defining words in a meaningful context. Leveled text is used in guided and shared reading instruction. During guided reading lessons teachers focus on developing word solving strategies and building students' fluency. Vocabulary development and exposure to figurative language is also emphasized. Comprehension skills and strategies are also taught in small group instruction with the ESL teachers. We use a variety of assessment methods, such as ACUITY exams, portfolios and student teacher conferences.

b. Now that NCLB now requires ELA testing for ELLs after one year, ESL teachers work directly with the classroom teacher in order to provide students with test preparation skills. Students receive direct instruction that provides strategies in reading and writing, as well as listening that would be required NYSESLAT.

Lessons provided to newcomers focus on oral language development including chants, songs, nursery rhymes, finger plays, poetry, and books with repetitive texts. Teachers model grade appropriate reading and writing. We continue to expand reading comprehension skills by retelling simple stories, fairy tales, and other familiar texts through puppets and dramatic play. Students are introduced to the conventions of grammar, literary texts, oral language, and vocabulary in a meaningful and authentic text. Teachers use leveled texts from books rooms for guided and shared reading lessons. One of the assessment tools in use is the Rigby Leveled Assessment Guide which we use to find our students' reading level. The development of language is further enhanced through scaffolding, lesson planning, and delivery including visuals and graphic organizers.

New software has been introduced to our beginning students to facilitate English language acquisition. The software provides individual language learning opportunities for newcomers. The Rosetta Stone computer software supports newcomers.

c. Students are pulled out in small groups to receive English language instruction that is tailored to the linguistic proficiency and needs of the students. Academic intervention services such as Wilson and Passport Voyager may be used to further support these ELLs. Special attention is given to the acquisition of cultural literacy including idioms, CALP, figures of speech, and further strategies for expanding meaning such as summarizing, synthesizing, critiquing, inferring, and analyzing information that will encourage students to go beyond the literal texts and construct unique interpretations of texts through the use of leveled texts.

d. Long term ELLs receive an abundance of support across all content areas during and after the school day through a variety of Academic Intervention Services, including Wilson, Passport Voyager, and At-Risk SETTS services. All these services are administered as a pull-out program during the school day, except for Academic Intervention Services, which services at-risk students with an afterschool program. All these services delivered by certified teachers. Special attention is given to the acquisition of cultural literacy including idioms, CALP, figures of speech, and further strategies for expanding meaning such as summarizing, synthesizing, critiquing, inferring, and analyzing information that will encourage students to go beyond the literal texts and construct unique interpretations of texts through the use of leveled texts.

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

7. Miss Rubsam, who both pushes in and pulls out, services students with and without disabilities. By pushing in to classrooms where ELLs with disabilities are present, the student still feels included and part of the class while at the same time receiving needed services.

A. Programming and Scheduling Information

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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 Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

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

8. ELA instruction is delivered by using leveled readers for small group and/or individual guided reading lessons. We use the Teachers College Reading and Writing Project workshop model to support units of study. Through the workshop model, students listen, read, write, and speak to develop an understanding of literary response, expression, critical analysis, and evaluation. The workshop model is very supportive of ESL students in that it provides time for whole group instruction as well as small group instruction and modeling during the mini-lesson (often including visuals, models, and graphic organizers). Additional math help is provided to ELLs in small group instruction. Example, Miss Rubsam pushes into the 6th grade math class and what students learn during that lesson is later reinforced in a small group setting. Additional science help is provided to ELLs in small group instruction. Example, Miss Rubsam pushes into the 6th grade Science class and what students learn during that lesson is later reinforced in small group setting. Additional Social Studies help is provided to ELLs in small group instruction. Example, Miss Rubsam pushes into the 6th grade Social Studies class and what students learn during that lesson is later reinforced in a small group setting.

9. ESL providers will work with classroom teachers on planning specific strategies for comprehension and test taking skills. Small group work allows students of varying abilities to have the opportunity to interact with one another. Ms. Segur and Ms. Vazquez also provide academic intervention support. These AIS providers work with transitional ELLs with programs such as Passport Voyager and guided reading with leveled texts.

10. We are now the Museum Magnet School and so we have been provided with a grant that gives all students access to new resources including trips to museums and guest speakers from various institutions.

11. None of the programs or services will be discontinued.

12. ELLs have access to and are included in all programs available at our school. Some of the extracurricular activities offered at our school are as follows: Roads to Success, Chess club, and the basketball team. Other programs will be added throughout the year. Parents of ELLs are encouraged to enroll their children in these supportive programs which engage ELLs with their English-speaking peers and allow them to excel in other non-verbal areas. We use Title III funds to further support our ELLs through after school/Saturday programs. Additionally, there are AIS teachers that support ELL students in the area of reading, during school hours and in an ESL/ AIS after school program. This program focuses on building language around out-of-school experiences including neighborhood walks and visits to local cultural institutions. Students participate in oral, writing and reading activities reflecting their experiences. ELLs are also entitled to participate in the extended day program which focuses on reinforcement and review of all content areas, particularly math.

13. In every ELA classroom, there are books written in the most prevalent native language which is Spanish, including dictionaries, in monolingual classrooms. Scaffolding methods are used to support ELL students and is incorporated in instruction. Graphic organizers are used to help students organize information and build their prior knowledge. Demonstration with visuals and manipulatives are included to help support the building of vocabulary and meaning. Repetition of concepts is used along with schema building and contextualizing information. Activities also include student partnerships to support conversations and peers working and learning together. There is also modeling in all four modalities to facilitate learning.

The New York State Learning Standards for English as a Second Language

Leveled text

Graphic organizers

Word/ language games

Flash cards

Sequence charts/Process Charts

Experience Charts

Fairy tales

Poetry

Songs (chants)
Story books
Into English (support text)
Passages (an upper-level multi-skills course) –support text
Stories We Brought With Us (beginning readings)-support text
Multicultural texts
Easy English News
Dictionaries, thesaurus
Word wall
Alphabet books/charts
Craft supplies

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

15. All materials used by the certified ESL teachers are age and grade level appropriate. For older students, high - interest low -level materials are used.

16. Newly enrolled ELL/LEP students are welcomed to come in for a school tour to familiarize themselves with the school. During the first week of school students are paired with a student buddy who helps in the transition to their new class. When possible the partner is a student who also speaks the same native language. Classroom teachers have a welcome basket of books in the student's native language and, when appropriate, students receive a dictionary to facilitate language transition.

17. Language electives are not offered at this time.

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.

1. ESL staff will participate in professional development involving new ELL strategies. On campus workshops will include the following:

- Differentiated Instruction
- Portfolio development
- Reading and Understanding data reports
- Standardized Testing for ELLs
- Reading Comprehension Strategies
- Scaffolding techniques in content instruction - ongoing
- Writing in the content areas

In addition, we will seek outside assistance from our PSO. One or two faculty conferences will be used to discuss ESL matters.

2. Fifth grade teachers will introduce their students to some of the upper school faculty and peer mentors will be provided to new ELLs transitioning from elementary to middle school.

3. All staff will be invited to attend various workshops that discuss how to address the special needs of ELLs in their classroom.

Attendance will be taken at all school wide ELL training.

E. Parental Involvement

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

1. We make every effort to include parents in the school culture. Parents are invited to school festivals, publishing parties, and social studies and science fairs. All parents are encouraged to share in these celebrations.

2. The school provides workshops on a variety of topics: standardized testing, reading research and balanced literacy, and curriculum night (where parents meet with classroom teachers and get information on all aspects of the curriculum. Parents are also invited to celebrations of academic work (i.e. writing celebrations, academic fairs, family math night) held at various times of the day to maximize parent participation. Parent workshops are facilitated by Administration, Parent Coordinator, Coaches, teachers, and are presented in English and Spanish for our large Spanish speaking population. One aim of the ELA workshops is to provide a context for understanding reading progress. Parents are also provided with strategies for helping their children pick “Just Right Books”. Familiarizing parents with school policy for homework communicates the school’s high expectations for each student and how that is related to homework.

3. Teacher generated surveys are distributed to parents in order to evaluate their needs. The parents association and the school work together to survey the parents about their specific needs. SLT meetings are held twice a month in the evenings for the parents to attend. In addition, our parent coordinator is always available to speak to the parents.

4. There is an active parent association that meets monthly. In addition, workshops are held to engage parents in the process of exploring and articulating their own reading habits. Presenters share multiple strategies and ideas to help parents support children’s reading. This may include establishing reading partnerships between parents and children (i.e. parent and child reading the same book) and how to have book talks with their children.

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)		9			1	2	3							15
Intermediate(I)			2	2				1						5
Advanced (A)			1	1	1	1	6	2	1					13
Total	0	9	3	3	2	3	9	3	1	0	0	0	0	33

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		3				5
8			1						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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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)									

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
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.

1. Assessment tools such as ECLAS-2, Fountas and Pinnell, Rigby Benchmark running records, iZone and on-going teacher generated assessments. Data is analyzed and the information gleaned is used to help us make better instructional choices. Furthermore, their strengths and weaknesses are noted and planned for accordingly.

2.

3. After a review of the four modalities, it is clear that our students have strong oral communication skills. A majority of students scored as advanced in speaking and listening. In contrast, a majority of our students demonstrated an Intermediate level of proficiency in reading and writing. We also found that students in the upper grades demonstrated the highest level of proficiency across all four modalities. To maintain the level of proficiency in speaking and listening, students will continue to engage in collaborative activities, in a variety of groupings to discuss, share, reflect, express opinions, and share information and ideas. Students will also be encouraged to convey information through the spoken language using conventions and features of American English appropriate to audience. Students will take turns speaking and listening attentively to each other. They will also participate in formal and informal talk.

To support the students in the area of reading students will be encouraged to use reading strategies such as reviewing, skimming, and predicting to improve comprehension. A variety of literature will be provided in English and in their Native Language. Graphic organizers, charts, examples of different forms of writing, and incorporating writing across the curriculum will help build up students' writing skills. Writing instruction everyday, including teaching the writing process, is essential for the development of writing. To support all four modalities, we need to set high expectations, provide for a variety of learning styles and encourage students to take risks. We incorporate listening, speaking, reading and writing into our daily instruction. By supporting our ELL population to the fullest, we will be opening the door to success.

- 4.
5. We do not offer a dual language program.
6. ELLs are evaluated in the same manner as the general population. Assessments such as running records, ACUITY, standardized state tests, and teacher generated assessments provide the teachers with valuable feedback.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03M191 **School Name:** PS191

Cluster: 03 **Network:** Fordham

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

D. Parents are informed that their child may need a translator into the home language for the standardized exams. Translators are then provided if there is not parental objection.

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 191 The Museum Magnet Sc	DBN: 3M191
Cluster Leader:	Network Leader: Marge Struk
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Saturday Trips
Total # of ELLs to be served: 13
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The after school program was created to aid children in reading fluency and comprehension and academic vocabulary as it used across the curriculum. The start date of the after school program is October 9, 2012 and the proposed end date of the after school program is June 4, 2013. The after school program starts right after school dismissal at 3:10. The after school program aims to offer students opportunities both to enjoy literature and to deepen their understanding of elements of the core curriculum. As such, it works to supplement the school-day ESL program.

Saturday Museum Field Trips: As both incentive for students and involvement of parents, four Saturday trips are planned for teachers, parents, and students. These trips are chosen both for their relevance to core curriculum themes and are in accordance with demonstrated student interest. The students are first exposed to what they will see at the cultural institution/museum in the classroom. The students use technology such as the internet to learn more about the tour they will be taking at the institution. Vocabulary and concepts needed to understand what they see at the museum are pretaught in the classroom. The students study what they will learn and do a project that covers at least two of the four modalities of English. An example would be writing a comparison essay on how their immigration experience compares to the immigrant experience of the immigrant they are to "meet" at The Tenement Museum. These field trips are relevant to the Title III Instructional Program in that the students are able to make a connection to that which they experience at the museum and do projects both before and after their museum experience that further strengthens their English abilities across all four modalities; reading, writing, speaking, and listening.

After-School: (1) The early grade program includes 45 minute sessions twice a week for beginners and intermediates in Grades 2 and 3. The program uses the "Readers Theatre" format to help students develop oral language skills and reading fluency and phrasing. Students interact around the background of the scripts from several genres, learn to read the script, develop the characters expressively, rehearse, work on scenery, costumes, and props, and present the play to their parents, teachers, and in early grade classrooms. There is a secondary focus on math vocabulary and problem solving as indicated by student need.

(2) The upper grade program includes 1 1/2 hour sessions two or three times per week. The focus is on building academic language that will support them in their content classes. ELA and SS content will be reviewed and new academic vocabulary will be highlighted.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: Title 3 Teachers are, as are all other teachers, engaged in Professional Development across the school year. Professional development for Title III teachers will be provided in a variety of ways: (1) All teachers participate in training in connection with our Federal Grant for the Museum Magnet School which focuses on the use of museums and technology to enhance the core curriculum of the school. This PD takes place across the year in a variety of contexts--special workshops, support from museum magnet specialists, and in Team Meetings; and (2) the DOE's "Internal Services" provide specific supports for assessed interests and needs of Title III teachers.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents are invited in person, by letter home and e-mail to participate in the Saturday field trips. These field trips are a great opportunity to connect with the parents and have them share the museum experience. At the end of each trip, students, parents, and ESL teachers have lunch together where they share the day's experiences. These field trips are relevant to the Title III Instructional Program in that the students are able to make a connection to that which they experience at the museum and do projects both before and after their museum experience that further strengthens their English abilities across all four modalities; reading, writing, speaking, and listening.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

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) <ul style="list-style-type: none"> • Per session • Per diem 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.	\$00.00	FSF monies will be used to pay for PD from Internal Services
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		