



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: PS 191

DBN: 26Q191

PRINCIPAL: MICHAEL RANIERI

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SUPERINTENDENT: ANITA SAUNDERS

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
Michael Ranieri	*Principal or Designee	
Michael Tavernite	*UFT Chapter Leader or Designee	
Jill Kleber	*PA/PTA President	
Janine Pennisi	Member/Teacher	
Christina Loeb	Member/Teacher	
Meredith Broxmeyer	Member/Teacher	
David Slotnik	Member/Parent	
Sanjana Pursnani	Member/Parent	
Sangeeta Vinayek	Member/Parent	
Nicole Foglia	Member/Teacher	
Baljit Thind	Member/Parent	
Deena Rolleri	Member/Parent	

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** 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.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

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

By June 2013, 80% of students in grades K-5 will achieve proficiency in their ability to construct grade appropriate viable arguments in Math as measured on the Exemplars Rubrics for reasoning and proof.

Comprehensive needs assessment

- As per our Chancellor’s initiative each student must complete 2 grade level math tasks and be assessed by the appropriate Exemplar rubric.
- NY State requires that we begin to incorporate the new CCLS standards now in math and be prepared for full

implementation by 2014.

- Meeting with the staff, looking at the data and using informal observations we found that our students' need to improve on their ability to come up with grade appropriate viable arguments in order to expand on their mathematical reasoning and be able to meet the new standards.
- We need to continue our Study groups that were formed last year to monitor our mathematics instruction and to align it to the CCLS Math Standards.
- Last year's core and grade level Inquiry Teams met weekly and looked at student math work and found that our student's have difficulty explaining their mathematical reasoning and most of the students could not solve complex mathematical multistep problems.

Instructional strategies/activities

Professional Development

- Continue providing professional development for the CCLS implementation at monthly staff and grade conferences and weekly Inquiry Team Meetings.
- Study groups comprised of teachers and administration will continue to align our math curriculum calendar and our mathematics instruction with the CCLS.
- Continue to provide professional development on the use of effective questioning, creating viable arguments and understanding problem solving strategies. Continue to work on differentiation within the classroom settings.
- Provide PD for our new enVisions math program monthly and throughout the year by the vendor and our math coach.
- Inquiry Teams will monitor and assess progress and prepare to move toward full Math CCLS implementation.
- Teachers and staff will continue to analyze formal and informal data (Acuity, Rally skill assessments, Pre-assessment math tasks and math journals)
- Our Math Coach attends CFN monthly meetings focusing on implementing the Math CCLS tasks. Information is shared with the rest of the staff.
- CFN Mathematics Achievement Coach will provide in school professional development to the entire staff.
- Provide opportunities for teachers to observe effective math lessons, activities and tasks.
- Teachers and staff will attend outside Math Conferences (Nassau County Math Teachers/Supervisors Associations, LIMACON) and turn-key information to staff.

Instructional strategies/activities

- Using the NYC Common Core tasks for math in each grade, teachers are working with students on creating viable arguments and using problem solving skills.
- As per our Chancellor's initiative each student must complete 2 grade level math tasks and are assessed by the appropriate

- Exemplar rubric four times a year and the data is discussed at each grade level inquiry team.
- UDL-Universal Design for Learning is being implemented with each task to differentiate instruction to our ESL, Special Needs and at-risk students.
- Hands on instruction using different types of manipulatives are used throughout the school.
- Our new enVisions math program provides different differentiation strategies, ability lessons, computer assisted learning /re-teaching lessons, and in class or at-home hands-on learning videos.
- Math coach pushes in to grades 3, 4 and 5 to model lessons and work with students on showing different methods to solve math examples.
- Extended day and after-school AIS Programs provide additional small group instruction to re-teach and enrich math instruction.
- Push-in and pull out tutoring programs help struggling students receive more individualized attention. Math journals are utilized throughout the school in order to assess individual levels of understanding and address areas of weakness.

Target Population: Grade K-5 Teachers

Responsible Staff: Principal, Coach, Network Staff

Implementation Timeline: October 2012 – June 2013

Strategies to increase parental involvement

- Conduct parent workshops on the Math Common Core Learning Standards during the year.
- We offer hands-on ARIS parent workshops throughout the year and over 85% of our parent population utilizes the ARIS parent link website.
- Updated math and reading curriculum and instructional information is constantly shared with the School Leadership Team.
- Information about the new math standards, how to help your child learn math strategies are offered at parent workshops throughout the year.
- Family Math Night, Math Test Preparation workshops, math website workshops are presented all year long.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) **Non-Title I**
- TL Fair Student Funding-sub days to cover teachers for PD and AIS teachers
- TL Fair Student Funding-provide materials for math remediation and Common Core materials
- ARRA RTTT Citywide Inst. Exp/Data Specialist -Inquiry Team
- PTA Self-Sustaining Program: After-School AIS Math program
- Title III: After-School ESL program

- NYSTL textbook funding is used to order textbooks, manipulatives and test prep materials
- Funding (TL Children First) is allocated for the professional development provided by the Children First Network.

Indicators of Interim Progress and/or Accomplishment:

- Principal will collect the minutes from the monthly grade level Inquiry Team meetings.
- Principal will conduct formal and informal observations to provide on-going feedback to the staff on the progress of our CCLS Math professional development plan.
- Use Predictive Assessments and sample math tasks to monitor levels of math understanding using the Exemplar Rubrics.
- Two times a year (December/January –April /May) collect NYC Math task Rubric scores from each class to show progress in meeting our overall goal.
- Use Teacher surveys/ Rubrics/Checklist and assessments to monitor math progress.
- 2013 NYS MATH Assessment.

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).

We have multiple teams (SAT Team, Attendance Team, BRT Team, Intervention Team, Crisis Team, and RTI Team) that meet monthly and work together to coordinate fiscal and human resources and to align them to make sure we provide the correct services for all of our students including students with special needs, ESL and Students in Temporary Housing. In order to provide ELLs and at risk students with additional instructional and student support programs, we have supplemented our ESL instruction plan with our Title III Funded Program, and a self-sustaining Parent Funded After-School Program for Academic Intervention Services. Providing these give our students greater access to meet the CCLS standards. Our parents are given additional support to have a clearer understanding of the ways in which they can help their children achieve this goal.

Other programs are in place to deal with violence prevention/bullying/parental assistance/respect for all and nutrition. We provide assemblies and evening parent workshops throughout the year using TL /Parent or Grant funding. All these services / programs are supported by NCLB and are coordinated to ensure that there is no duplication of services. Our school carefully monitors the effectiveness of these programs and their activities.

By June 2013, 80% of our grade K-5 students will achieve proficiency in their ability to write a response /opinion to grade appropriate informational/ explanatory texts as measured as measured by the NYC Literacy CCLS rubrics.

Comprehensive needs assessment

- As per our Chancellor's initiative each student must complete 2 grade level writing tasks and be assessed by the appropriate CCLS rubric.
- NY State requires that we begin to incorporate the new CCLS standards now in our writing, reading and math and be prepared for full implementation in 2014.
- Meeting with the staff, looking at the data and using informal observations we found that our students' responses to non-fiction/informational texts needed improvement.
- Study groups were formed last year and will continue to meet this year to update and monitor our writing calendars to include more informational and nonfictional writing.
- Last year's core and grade level Inquiry Teams met weekly and looked at student work and found that our student writing responses were weak and in need of improvement.

Instructional strategies/activities

Professional Development

- Continue providing professional development for the CCLS implementation at monthly staff and grade conferences and weekly Inquiry Team Meetings.
- Study groups comprised of teachers and administration will continue to align our writing curriculum calendar with the CCLS.
- Continue to provide professional development on the use of effective questioning, writing and reading informational texts, and differentiation within the classroom settings.
- Inquiry Teams will monitor and assess progress and prepare to move toward full CCLS implementation.
- Teachers and staff will continue to analyze formal and informal data (Acuity, Rally skill assessments, EPAL, Pre-assessment writing tasks and teacher writing conference notes)
- Our LEAD teachers attend CFN monthly meetings focusing on CCLS tasks. Information is shared with the rest of the staff.
- CFN Literacy Achievement Coach will provide in school monthly professional development to the entire staff.
- Provide opportunities for teachers to observe effective writing mini-lessons, conferences and small group strategy lessons to share best practices.
- Inquiry Teams will meet to evaluate students' writing tasks and plan strategies for student improvement.

Instructional strategies/activities

- Teachers are instructing students on the writing process using the NYC Common Core tasks for writing in each grade.
- Writing conferences occur on a weekly basis to assess strengths and weaknesses of individual children. The NY City CCLS rubrics are used to measure growth. The rubrics are collected and reviewed by the Grade and Core Inquiry Teams
- UDL-Universal Design for Learning is being implemented with each task to differentiate instruction to our ESL, Special Needs and at-risk students.
- Extended day and after-school additional small group instruction is provided to re-teach and enrich writing instruction.
- Push-in and pull out tutoring programs help struggling writers receive more individualized attention.
- Reading response logs are utilized throughout the school in order to assess progress of student writing based on writing a response /opinion to grade appropriate informational/ explanatory texts.

Indicators of Interim Progress and/or Accomplishment:

- Principal will collect the minutes from the monthly grade level Inquiry Team meetings.
- Principal will conduct formal and informal observations to provide on-going feedback to the staff on the progress of our CCLS professional development plan.
- Use Predictive Assessments, E-PAL and teacher made writing assignments to monitor the students' writing progress.
- Two times a year (December/January –April/May) collect NYC task Rubric writing scores from each class to show progress in meeting our overall goal.
- Use Teacher surveys/ Rubrics/Checklist/conference notes and lesson plans to monitor student writing.
- 2013 NYS ELA Assessment.

Target Population: Grade K-5 Teachers

Responsible Staff: Principal, Coach, Network Staff

Implementation Timeline: October 2012 – June 2013

Strategies to increase parental involvement

- Conduct parent workshops on the Common Core Writing Standards during the year.
- We offer hands-on ARIS parent workshops throughout the year and over 85% of our parent population utilizes the ARIS parent link website.
- Updated curriculum and instructional information is constantly shared with the School Leadership Team and at PTA meetings.

- Information about the new standards and parent workshops being offered are advertised monthly in the school newspaper.
- ECLAS, Test Preparation workshops, reading/writing workshops, and website workshops are presented all year long.
- Invite parents to classroom writing celebrations so that they can experience firsthand the types of writing our students are able to produce.

Budget and resources alignment

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

- TL Fair Student Funding: sub days to cover teachers for ECLAS, PD, AIS teachers
- TL Fair Student Funding: provide materials for remediation and Common Core materials
- ARRA RTTT : Citywide Inst. Exp/Data Specialist -Inquiry Team
- PTA Self-Sustaining Program: After-School AIS program
- Title III: After-School ESL program
- NYSTL: textbook funding is used to order textbooks, guided reading materials, writing materials and listening center books
- Funding (TL Children First) is allocated for the professional development provided by the Children First Network

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).

In order to provide all students with additional instructional and student support programs, we have supplemented the curriculum with some of our own initiatives so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal. In order to provide ELLs and at risk students with additional instructional and student support programs, we have supplemented our ESL instruction plan with our Title III Funded Program, and a self-sustaining Parent Funded After-School Program for Academic Intervention Services. We have multiple teams (SAT Team, Attendance Team, BRT Team, Intervention Team, Crisis Team, and RTI Team) that meet monthly and work together to coordinate fiscal and human resources and to align them to make sure we provide the correct services for all of our students including students with special needs, ESL and Students in Temporary Housing. Providing these give our students greater access to meet the CCLS standards. Our parents are given additional support to have a clearer understanding of the ways in which they can help their children achieve this goal.

Other programs are in place to deal with violence prevention/bullying/parental assistance/respect for all and nutrition. We provide assemblies and evening parent workshops throughout the year using TL /Parent or Grant funding. All these services / programs are supported by NCLB and are coordinated to ensure that there is no duplication of services. Our school carefully

monitors the effectiveness of these programs and their activities.

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.

Annual Goal #3

By June 2013, 80% of all students will improve on their comprehension skills as measured by making at least one year's growth on the Fountas and Pinnell Benchmark Assessment System 2 for progress on reading levels.

Comprehensive needs assessment

- In looking at the data from our 2011-2012 Progress Report with both our Leadership Team and Inquiry Team we noticed that our students' reading progress was 31% out of 60% and as a result of that we received a score of "B" on that section (Overall our school received an "A"). The year before we scored 43%.
- In looking more closely at the data our ESL students scored lower than the year before as did some of our special needs population.
- Meeting with the staff, looking at the data and using informal observations we found that we need to work on our students' overall comprehension skills and improve their reading levels.
- Grade level inquiry teams were formed last year and will continue to meet this year to update and monitor reading levels and work on differentiated strategies to teach comprehension.
- We need to provide smaller group instruction, individual tutoring and parental support to those struggling readers.

Instructional strategies/activities

Professional Development

- Continue providing professional development for differentiation of instruction, reading and understanding informational and non-fiction texts and looking at the author's purpose. Use monthly staff and grade conferences and weekly Inquiry Team Meetings to share information and best practices.
- Continue to provide professional development using *Danielson's Framework for Teaching* on the use of effective questioning, planning and preparation. This will help to design coherent instruction throughout the building.
- Provide strategies and resources to teachers to meet the needs of our at-risk, ESL and special needs students.
- Provide data and assistance to Core and Grade level Inquiry Teams.
- Continue to train and work with teachers and staff on how to analyze formal and informal data using Acuity, Rally skill assessments, NY Ready Data, ECLAS/EPAL and the Rubrics from the NYC CCLS writing tasks.
- Our LEAD teachers attend CFN monthly meetings focusing on differentiating comprehension strategies. Information is then turned-keyed to the rest of the staff.
- CFN Literacy Achievement Coach will provide in school monthly professional development to the entire staff.
- Provide opportunities for teachers to observe and model mini-lessons that are effective and can be shared with others.
- Teachers will continue to attend outside professional development conferences on improving overall comprehension strategies.

Instructional strategies/activities

- Inquiry and AIS Teams will closely assess data to monitor students' progress.
- The Lowest third, ESL and Special needs children who showed no progress or went down will be identified and an at-risk plan will be drawn up.
- Teachers will differentiate activities and tasks to reach all students at risk and high end learners to make sure every child shows progress.
- Children will be grouped according to their abilities within the classroom setting and remedial and complex activities will be provided to engage our above and below average groups. Teachers will review data, reteach skills and monitor each child for progress.
- Advanced learners will be given more research projects and enrichment activities.
- At-risk students will also be pulled out for additional instruction in a small group setting (Wilson, Foundations, Voyager, Skill readers, computer remedial programs and other strategies will be used).
- At risk children will attend extended morning remedial classes Monday to Wednesday and our after-school AIS program on Wednesdays.

- Progress will be noted by the classroom teachers, pull out teachers, after-school teachers and our school Inquiry Team and instruction will be monitored in order to continue to strengthen our reading levels.
- Conferences occur on a weekly basis to assess strengths and weaknesses of individual children and plan for future instruction.

Target Population: Grade K-5 Teachers

Responsible Staff: Principal, Coach, Network Staff

Implementation Timeline: October 2012 – June 2013

Strategies to increase parental involvement

- Parent Coordinator and staff conduct parent workshops on reading writing and improving children’s reading skills.
- We offer hands-on ARIS parent workshops throughout the year and over 85% of our parent population utilizes the ARIS parent link website.
- Updated curriculum and instructional information are constantly shared with the School Leadership Team and at PTA meetings. Our school newsletter includes links to parent resources to help their children succeed.
- Computer assisted reading and math programs are used in school (Study Island) and parents have additional access to them at home.
- Test Preparation workshops, reading workshops, website workshops are presented all year long by our Parent Coordinator and staff.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
 - TL Fair Student Funding-sub days to cover teachers for PD
 - TL Fair Student Funding-provide materials for remediation and enrichment
 - ARRA RTTT Citywide Inst. Exp/Data Specialist -Inquiry Team
 - Self-Sustaining Parent Funding/TL Fair Student Funding: Wednesday-After-School AIS program

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).

In order to provide all students with additional instructional and student support programs, we have supplemented the curriculum with some of our own initiatives so that our students have greater access to CCLS and our parents have a clearer understanding

of the ways in which they can help support the achievement of the goal. In order to provide ELLs and at risk students with additional instructional and student support programs, we have supplemented our ESL instruction plan with our Title III Funded Program, and a self-sustaining Parent Funded After-School Program for Academic Intervention Services. We have multiple teams (SAT Team, Attendance Team, BRT Team, Intervention Team, Crisis Team, and RTI Team) that meet monthly and work together to coordinate fiscal and human resources and to align them to make sure we provide the correct services for all of our students including students with special needs, ESL and Students in Temporary Housing. Providing these give our students greater access to meet the CCLS standards. Our parents are given additional support to have a clearer understanding of the ways in which they can help their children achieve this goal.

Other programs are in place to deal with violence prevention/bullying/parental assistance/respect for all and nutrition. We provide assemblies and evening parent workshops throughout the year using TL /Parent or Grant funding. All these services / programs are supported by NCLB and are coordinated to ensure that there is no duplication of services. Our school carefully monitors the effectiveness of these programs and their activities.

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	One on One reading instruction, Guided reading, Voyager, Foundations, Wilson, Rally Skill Program, Study Island Interactive reading and writing computer program Great Leaps, Open court, Kaplan, Writing Without Tears, DYned and Rosetta Stone (ESL)	Small group instruction; 15 students Push-In/Pull-Out Programs(small group instruction) Individual tutoring	AIS Provided on Wednesdays from 3:00-5:00 for grades 2-5 ESL Title III on Tuesdays from 3:00-5:00 for Grades 1-5 During the day for grades 1-5
Mathematics	enVisions remedial programs, Video student learning lessons, Study Island, Brain Pop remedial interactive math program, mastering math facts	Small group instruction; 15 students Push-In/Pull-Out Programs for grades 1-5 during the day (small group instruction) Individual tutoring	AIS Provided on Wednesdays from 3:00-5:00 for grades 2-5 ESL Title III on Tuesdays from 3:00-5:00 for Grades 1-5 During the day for grades 1-5
Science	Foss review kits, and practice explorations kits, test skills practice	Pull-out small groups grades 3 and 4	During the day
Social Studies	n/a	n/a	n/a
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-Risk Counseling	Small group/individual	During the day K-5

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

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

P.S. 191Q attracts highly qualified teachers by:

- Having a new teacher committee consisting of staff and administration meet to work on questions to ask candidates
- Searching the open market, reading resumes or calling recommendations and choosing the best candidates
- Hiring student teachers that are familiar with the school, curriculum and the children.
- Interviewing and having each new candidate teach a demonstration lesson
- Having a very high staff satisfaction rate (100% on the 2011-2012 Environmental Survey)

P.S. 191 retains and nurtures teachers by:

- Mentoring new teachers
- Providing numerous common planning periods with grade-level colleagues
- Using Formal and informal observations to help teachers grow as professionals
- Providing professional development opportunities which include Election Day and Brooklyn-Queens Day PD, monthly grade conferences, monthly faculty conferences, weekly Inquiry Team meetings, Cluster 2 and Network 205 PD, and DOE workshops.
- Differentiating and sharing best practices at all staff conferences and school PD
- Continuing professional development across the school years
- By observing and giving written feedback using the Charlotte Danielson Framework for Teaching that will help all staff become master teachers.
- Having alternatives to observations for tenured teachers

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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 Mary Jo Pisacano	District 26	Borough Queens	School Number 191
School Name Mayflower			

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

Principal Michael Ranieri	Assistant Principal N/A
Coach Meredith Broxmeyer	Coach N/A
ESL Teacher Judith Blumstein	Guidance Counselor Anastasia Frangos
Teacher/Subject Area Jennifer Quinones/SETSS	Parent Jill Kleber
Teacher/Subject Area Jessica Marquis/2nd Grade	Parent Coordinator MaryAnn Geniti
Related Service Provider N/A	Other N/A
Network Leader Mary Jo Pisacano	Other N/A

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special 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	0	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	394	Total Number of ELLs	39	ELLs as share of total student population (%)	9.90%
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Part II: ELL Identification Process

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

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

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

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

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

Most consultations with parents are done in English, however the school nurse, OT/PT, teachers, school aides and parent volunteers are available each day for translation purposes.

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 checked="" 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	3													3
Total	3	0	0	0	0	0	0	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	36	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	36	0	3	3	0	1	0	0	0	39
Total	36	0	3	3	0	1	0	0	0	39

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	3	2	0	0	0								5
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	1	0	0								1
Urdu	1	1	0	0	0	0								2
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	1	0	0	0	0	0								1
Punjabi	3	3	5	1	0	1								13
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	4	5	3	4	0	1								17
TOTAL	9	12	10	6	0	2	0	39						

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

A. Programming and Scheduling Information

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?

Beginners and intermediates in the ESL program at PS 191 receive 360 minutes per week of ESL instruction. Advanced students receive 180 minutes of ESL instruction per week. The school staff ensures that the mandated instructional time is provided in each model. The staff works together to provide children with their required time and follows all mandated guidelines. ESL/ELA instruction is given by the dually licensed teacher of ESL and Literacy. Reading and enrichment of the English language is at the forefront of the program. Kindergarten children receive a combination of a push-in and pull-out model of instruction. All other grades receive only pull-out services.

Three new immigrants of different grades (third and fifth) are grouped together with the 2nd grade pull-out group to expediate language development and fluency. A newly arrived 1st grade student is pulled-out with the kindergarten group in order to receive basic skills and intense vocabulary enrichment. These newcomers also comprise their own special multi-grade group during the extended day program, using differentiated instruction.

There are five groups of ELLs arranged by grade and proficiency level. Students' LAB-R/NYSESLAT results are taken into consideration when arranging the ELL groups. Beginning and Intermediate level ELLs are given eight periods of ESL instruction per week. Advanced level students are given four periods of instruction per week. The language of instruction is English. All ESL instruction is provided by a NYS/NYC certified ESL/Literacy teacher. The organizational model is a mixture of pull-out groups with some classroom push-in. A Balanced Literacy approach is used to incorporate the new Common Core Learning Standards (CCLS). The ESL curriculum supports the academic work taking place in all classrooms. Congruence meetings are arranged between ESL, cluster teachers and classroom teachers to ensure collaboration and continuity in raising ELL students' abilities. Students' progression and needs are monitored through ongoing assessments and observations. Assessments used include: state standardized assessments, Acuity assessments, informal assessments such as conferring notes, running records, reading responses and portfolios. The following strategies and practices are used in the ESL classroom: journal writing, role playing, Total Physical Response, singing, poetry, book making, cooperative learning groups, graphic organizers, teacher modeling, and language experience activities. Materials include, but are not limited to independent reading books, picture dictionaries, big books for shared reading and books on tape/video and computer assisted language programs.

Rigorous and challenging nonfiction materials are used to promote linguistic development and help students to think critically and solve problems in reading and math. Vocabulary enrichment is the main thrust for all actively engaged groups. Literature and content based instruction are aligned to ESL standards and are being incorporated to the CCLS. ELLs make connections to texts, use prior knowledge, participate in discussions, learn multiple meanings of vocabulary, collect and analyze data for assignments and self-monitor and revise their work.

Instruction is in compliance with CR Part 154 Regulations. Instructional approaches and methods have high standards, value cultural differences and bolster self-esteem. An emphasis on vocabulary, phonemic awareness, sentence structure and writing is present in the newcomer group, as well as for all ELLs in school less than three years who are beginners and intermediates.

A. Programming and Scheduling Information

Grade 2 pupils are immersed in vocabulary development as well as honing reading and writing skills in preparation for NYS testing the following year. The testing grade groups (grades 3-5) are mostly advanced students. They participate in independent, interactive and group reading/writing work using ESL methodology. Such methods include modeling techniques and instructional strategies to meet the CCLS to become proficient and fluent students. Grades 3-5 use test preparation books, in the ESL room and AIS afterschool sessions, to become familiar with test formats and learn test techniques and strategies to help them succeed on the NYS ELA, Math and Science exams.

All groups, whether beginner, intermediate or advanced participate in inquiry based learning and are encouraged to ask questions, make predictions, gather evidence and explain themselves. Different learning styles are addressed within each group, whether individually or cooperatively.

ELLs in grades 3-5 take the NYS ELA exam after one year of ESL. Intense test preparation and test strategies are taught in extended day, AIS afterschool, the classroom and the ESL classroom as well. SWDs and ELLs over four years in the program receive the same intense reading/math exam preparation. We do not currently have long term ELLs or SIFE pupils at PS 191. A balanced literacy approach helps beginners, intermediates, advanced, SWDs and longer termed ELLs. It develops literacy skills with shared, guided and independent reading; along with phonics, guided and modeled writing. Nonfiction texts, resource materials (dictionaries, thesauruses, idiom dictionaries) and computer research help these students become independent learners, which in turn accelerate language development.

Spanish ELLs are evaluated in their own language on the Spanish LAB-R when they enter NYC schools in conjunction with the English LAB-R. All ELLs are often asked to share some native language vocabulary in the ESL classroom. Native language picture dictionaries help newcomers make connections to English and help ease stress.

English Language Learners in need of additional support services such as AIS, Speech, Occupational Therapy, Physical Therapy, SETSS, or Guidance will also receive this help at PS 191. We also have teachers who have been trained in the Wilson Reading System, the Great Leaps K-2 Phonics Program, and the Voyager Reading Program. These specialized reading programs are available to our students who need additional ESL support. ELLs with special needs and ELLs (4-5 years) will require these extra services. Newcomers (0-3 years) additionally can participate in these programs. Since the ESL teacher also has state certification in reading and special education, she is capable of providing each child with the necessary instruction. Reading strategies are taught in conjunction with ESL strategies (whether beginner, intermediate, or advanced) everyday to work toward proficiency. An ungraded newcomers group is also a part of the program at PS 191.

Courses Taught in Languages Other than English ⓘ

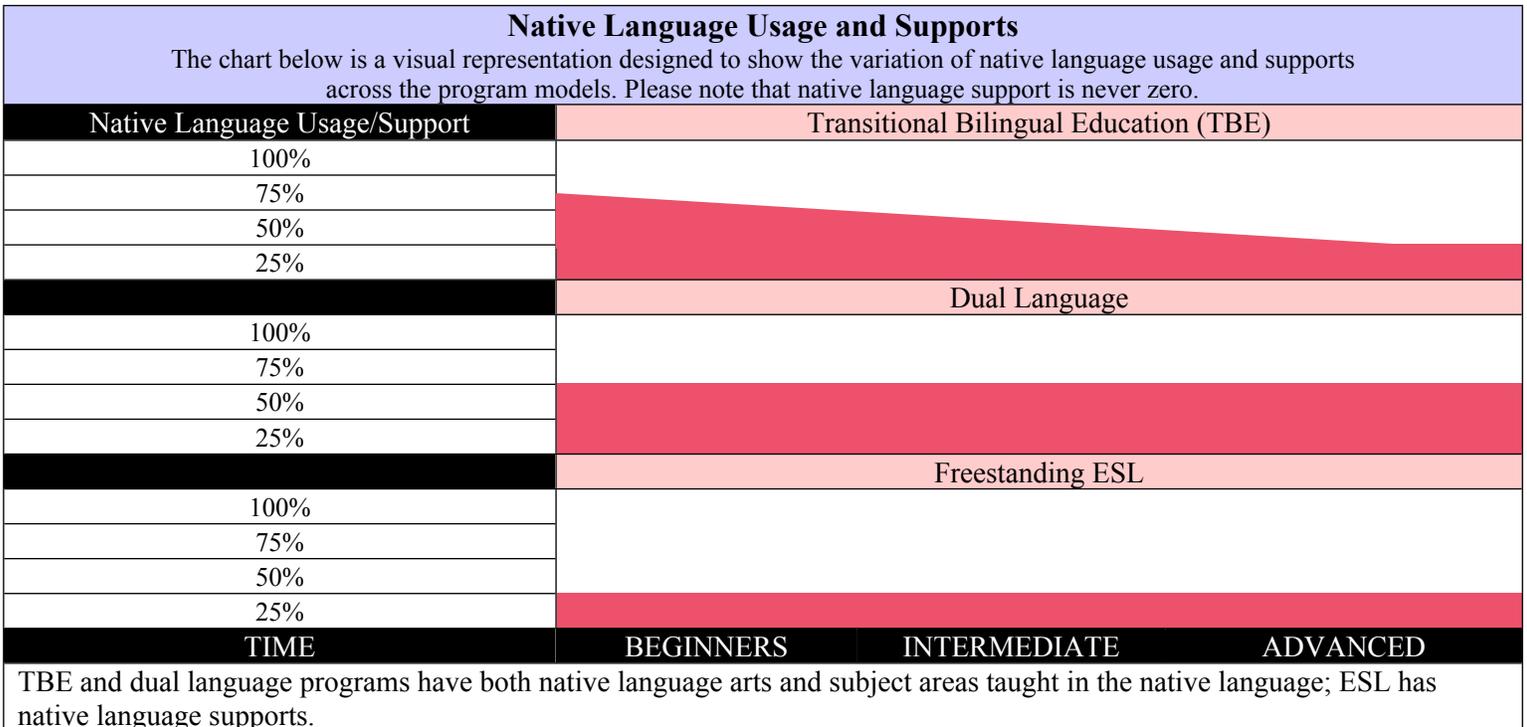
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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



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?

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

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

The ESL program at PS 191 is content based throughout the grades. Lessons are delivered through thematic units. Differentiated instruction provides different options for making sense of new ideas.

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

Specifically for 2011-2012, the LAP will emphasize vocabulary development and challenging nonfiction reading material. As part of the Balanced Literacy approach, oral reading and read alouds will be used to improve fluency for our Beginner and Intermediate students. Content area materials will focus on comprehension skills to prepare these children for state exams as well as E-CLAS 2 and E-Pal assessments. Differentiated instruction will help these students become confident, independent readers involved in appropriate reading, writing and math workshops. Flexible and cooperative groups, graphic organizers, big books and teacher modeling will enrich self-esteem and pride, as well as strengthen basic skills. A continuation of the ESL after-school program will also be beneficial. Following the school focus of nonfiction, our ESL teacher will incorporate nonfiction into all subjects within her classroom. All students will also receive intensive language instruction that emphasizes content area comprehension skills. Dictionary and thesaurus work will enhance vocabulary; and rigorous responsive writing will ensure meeting the standards on the ELA exams. In addition, intensive math vocabulary and problem solving strategies will be emphasized to raise state exam scores. Collaborative planning with classroom teachers and subject area teachers occur as often as possible. This ensures that appropriate thematic connections in reading, writing, and math vocabulary/word problem skills occur between the regular and ESL classrooms.

Grade 2-5 students will also participate in the AIS afterschool program (2 hours per week) which deals with reading/math intervention. During the school day, using flexible groups or push-in models, the ESL teacher provides remedial reading instruction and vocabulary development. This method of instruction is done in addition to the regular pull-out program. During push-in sessions, demonstration lessons modeling ESL techniques are presented in order to develop teaching and learning strategies for ELL students and teachers in the

regular classroom. Students who fail to improve in their reading and math skills after being in the ESL program long term may be recommended for testing by the School Based Support Team. A learning disability, rather than a language issue sends these children into a different program.

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

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

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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

Professional Development Time-Line:

October 2011: Review of ESL techniques for classroom purposes.

November 2011: Computer based programs for ELLs.

December 2011: Techniques to help ELL students handle classroom work according to their level of English proficiency.

February 2012: Preparing ELL students for standardized assessments (ELL techniques.)

April/May 2012: Information about specific ELL achievements and how it can be transferred to all classrooms.

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

E. Parental Involvement

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

Parent involvement extends throughout the school year at PS 191.

The following is a list of workshops for parents:

September 2011: Orientation for newcomers - ongoing

October 2011: Homework help/strategies (update on continuing students)

November 2011: Educational media; International Day, Multicultural Food Festival, Child abuse Workshop, Building Self-Esteem

January 2012: Vocabulary enrichment, helping at home

February 2012: Preparing for NYS Exams (ELS & Math) - Overview, helping at home

April 2012: Talent Show

May 2012: Summer Learning/Activities

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

In addition, other parent involvement activities include:

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

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

Open computer access for ESL parents or parents without a computer

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

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

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

Parental needs are addressed in other ways at PS 191. Parents in need of learning English are encouraged to attend free classes at a nearby District 26 school.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	1	2	0	1	0								8
Intermediate(I)	5	0	1	0	0	1								7
Advanced (A)	1	6	5	0	1	1								14

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	10	7	8	0	2	2	0	0	0	0	0	0	0	29

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		0		3		2		6

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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)								
Chinese Reading Test								

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

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

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

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

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

PS 191 ELL children usually take exams in English. This year, one child scored level 3 on the ELA, but still scored advanced on the NYSESLAT. Twenty-three students tested out of the program in the spring of 2011. ELLs at PS 191 try hard to succeed and they do so with the exceptional work of the staff and the extra help given at home by parents.

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

Evaluating a successful ESL program includes the following:

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

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: Mayflower

School DBN: 26Q191

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Ranieri	Principal		10/24/11
N/A	Assistant Principal		
MaryAnn Geniti	Parent Coordinator		10/24/11
Judith Blumstein	ESL Teacher		10/24/11
Jill Kleber	Parent		10/24/11
Jessica Marquis	Teacher/Subject Area		10/24/11
Jennifer Quinones	Teacher/Subject Area		10/24/11
Meredith Broxmeyer	Coach		10/24/11
N/A	Coach		
Anastasia Frangos	Guidance Counselor		10/24/11
Mary Jo Pisacano	Network Leader		10/24/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q191 **School Name:** The Mayflower School

Cluster: 2 **Network:** 2.05

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.

Consulted with the ESL teacher, ESL Parent Community, Parent Coordinator, PTA President and Leadership Team to review our school's written and oral translation policies. After reviewing Language Information Surveys, Environmental Surveys, speaking with our ESL parents through translators, using the Section VII Chancellor's Regulations 663 we came up with a plan to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

As per our NYC 2010-2011 School Survey, 98% of our parents stated that their child's school communicated with them in a language they can understand. According to the same survey 100% of our parents feel they are involved with their child's education at PS191. Most parents have family and friends who could translate for them. Looking over the language surveys we found that our school speaks over 15 different languages with Punjabi, Malayalam and Spanish being the most frequent languages spoken besides English. We can translate most languages orally and in written form here at school. We get volunteers or use the DOE translation services division if we are unable to translate at school.

We begin the reporting of our ELL parent's oral and translation needs at both our September Welcoming ESL Parent Meeting and our PTA Back to School Night. We have parents who volunteer to help us translate and explain all about PS 191's translation services. Our parent coordinator keeps a list of the people in our school who can translate most of the languages our parent community speaks. A note is posted in our Mayflower Monthly Newsletter explaining how parents can get help with their translation needs. We have members of our School Leadership Team who are familiar with the various languages spoken here at PS 191 and they play a major part in reporting information on our policies to the school community. Information is also posted on the front wall as you enter the building regarding interpretation services. At our Title III parent workshops parents are encouraged to contact us for translation services. Parents are notified before Parent Teacher

Conferences to see if they are in need of oral translation services and we have a translation table at each conference.

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.

Any correspondence from the City we use their translation services(Spanish, Urdu, Korean, Bengali) and where we can't translate them we have our nurse or parent volunteers translate these notices for us. Whenever possible we try to translate our school notices or DOE notices. We also use outside vendors for some notices. We review other important documents and requests we send home and where we are unable to translate then we stamp them. This stamp states that the information on this notice is important and must be translated. This message is written in different languages. We encourage parents to contact the school for help translating anything we send home. We have an abundance of translators here at school each day they include our nurse, school aides, OT, PT , parents, paraprofessionals and teachers. If we are still unable to translate written correspondence we will contact the Translation and Interpretation Unit.

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

Most parents said they have family and friends who could translate for them. As mentioned previously we have a plethora of multi-language staff that can orally translate most of the languages spoken in our community. We encourage parents to come to school for translation services. Our PTA meetings include parents that can translate orally and at Parent Teacher Conferences we hire an outside vendor to provide individual translation services to parents who request them. Our ESL teacher and a translator calls our non-English speaking parents before the meeting to ask ESL parents if they wish to have oral translators sit with them during their child's conference. If we are still unable to help certain parents we will contact the Translation and Interpretation Unit.

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>.

We provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding a student's health, safety, legal or disciplinary matters and entitlement to public education or placement in any Special Education setting. When the Translation and Interpretation Unit or our school is temporarily unable to provide required translation into one or more covered languages as mentioned above we get a parent or staff member to assist us. We also use a stamp notifying the parent to have it translated. We post this information near the front entrance to our school in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. In addition The Department's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services. Parents who wish to receive language access services are encouraged to contact us and we will help them translate it orally or in written form. We do provide oral translations during the regular school day using our school Nurse/OT/PT/school aides/paraprofessionals/teachers and parent volunteers all of whom speak most of the languages spoken by our ESL parent community. We also hire outside vendors when needed for Parent Teacher Conferences and some PTA functions. Each month we post a note in our Mayflower Newsletter informing our ESL parents of the services we offer to help them better communicate with our school and by our very high Environmental Communication Survey Score we are doing a great job!

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 191 Mayflower School	DBN: 26Q191
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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 type="checkbox"/> Other:
Total # of ELLs to be served: 24
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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 PS 191 ESL after school supplemental program includes three components: Direct instruction of ESL students, professional development for participating teachers as well as classroom educators and ESL parental engagement.

Title III activities support English Language development in reading as well as achievement in math, social studies and science. Rigorous nonfiction reading materials are at the core of the program. The supplemental instructional services are based on student need. Grade 1, grade 3 self-contained pupils and 2nd, 3rd, and 4th grade newcomers (Beginning and Intermediate Levels) are in need of enriched vocabulary development, sentence structure and paragraph writing, oral speaking skills, beginning reading instruction and listening strategies. CR Part 154 students in grades 3 and 4 are in need of vocabulary enrichment as well as the honing of reading and writing skills in order to prepare for state assessments. The teachers providing the main services is State certified in ESL and Reading and the co-teacher is certified in Special Education and Common Branches. The principal and teachers meet to plan and monitor the program. The Principal is also there to supervise and take part in student/parent activities, plan instruction, review data and help to implement the program.

The rationale for the program is to bolster reading, writing, listening and speaking skills of pupils in order to prepare them for state exams (NYSESLAT, ELA, Math, Science) and Common Core Learning Standards (CCLS).

Children are divided into subgroups determined by the level attained on the LAB-R or NYSESLAT. In general, grade 1, grade 2, 3, and 4 newcomers and self contained children are the beginning/intermediate subgroup. Grades 3, 4 and 5 children are generally advanced. Two certified co-teachers either work together or divide the groups for instruction and activities. The language of instruction is English. The schedule: 2 hours once a week from October 9, 2012 through June 11, 2013 (30 sessions).

The ESL after school program has a fully stocked nonfiction library of academic, trade and Big Books in the areas of social studies and science. A picture library as well as reference materials (picture dictionaries in English and foreign languages, thesauruses and idiom dictionaries) aid vocabulary enrichment. Multimedia materials (DVDs) non fiction/fiction complement the nonfiction books in order to create themes of study (National Geographivideos, Winter's Tale book of the month, Titanic, Dolphins/Penguin videos). Hands on activities also include art and science activities using Big books and graphic organizers, teacher made materials, globes and maps which all tie into the new Common Core nonfiction areas of learning. Information culled from Big Books and correlated DVDs spawn experience charts and word banks of advanced vocabulary that grow into sentences, paragraphs, stories and art

Part B: Direct Instruction Supplemental Program Information

projects which are all shared. ELL students listen, speak, read and write in every session. Reading strategies for state tests are addressed in the advanced and intermediate groups using similar materials as well as test prep books.

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
- topics to be covered
- name of provider

Begin description here:

The rationale for ESL professional development is to keep educators informed and involved with ESL updates and new methodologies to enhance ELL learning and professional expertise.

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

Professional Development Time-Line: 1 hour sessions

October 2012: Review of ESL/RTI techniques for classroom purposes.

November 2012: Review in house computer based programs for ELLs.

December 2012: Techniques to help ELL students handle classroom work according to their level of English proficiency.

February 2013: Preparing ELL students for standardized assessments (ELL techniques.)

April/May 2013: Information about specific ELL achievements and how it can be transferred to all classrooms.

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

Other professional development opportunities which will be turnkeyed are as follows:

September 2012 - CFN Conference: "Academic Text, Talk, Tasks - Building Strong Language and Literacy Skills for the CCSS"

New teachers in the school also have the opportunity to "shadow" the ESL teacher to observe ELL

Part C: Professional Development

strategies in action. This enables non-ESL teachers to see how ELL pupils cope in a classroom setting verses a much smaller ESL group. Teachers will also attend outside workshops given by BER on helping ESL learners meet standards.

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:

The rationale for parent involvement is that these activities will create strong bonds to PS 191 and impact their child's achievement in school. As the ESL and other teachers model learning techniques during class visitations, parent teacher conferences and ESL/school-wide/after school activities, parents will learn how to help their children at home.

Parent involvement extends throughout the school year at PS 191. The ESL teacher as well as other staff members participate in these workshops.

The following is a list of workshops and events for parents: 1 hour sessions

September 2012: ELS orientation for newcomers - ongoing

October 2012: Homework help/strategies (update on continuing students)

November 2012: Educational media, Child abuse Workshop, Building Self-Esteem

January 2013: Vocabulary enrichment, helping at home, Multicultural Food Festival

February 2013: Preparing for NYS Exams (ELA & Math) - Overview, helping at home

April 2013: Talent Show

May 2013: Summer Learning/Activities

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

In addition, other parent involvement activities include:

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

Part D: Parental Engagement Activities

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

Open computer access for ESL parents or parents without a computer

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

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

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

Parental needs are addressed in other ways at PS 191. Parents in need of learning English are encouraged to attend free classes at a nearby District 26 school.

Parents are notified in writing about these events. Our multi-lingual nurse as well as other bilingual staff members are able to speak to non-English speaking parents directly to offer information and assistance.

Part E: Budget

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

Allocation Amount: \$11200

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 	per session 2 teachers @\$50.19 30 sessions and planning= \$6377 1 supervisor @52.52 \$3783 Total = \$10,160	Teacher hours and planning Supervisor for the program: Supervision, planning, monitoring data, and staying after the program to wait for parents to pick up children
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$200	BER-ESL Strategies workshop
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly 	\$740	leveled Books, picture dictionaries, ESL supplemental instructional materials, nonfiction texts

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other	\$100	refreshments for parent celebrations
TOTAL	\$11,200	