



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 191 – THE PAUL ROBESON ELEMENTARY SCHOOL

DBN (i.e. 01M001): 17K191

Principal: ELSI CAPOLOGO

Principal Email: ECAPOLO@SCHOOLS.NYC.GOV

Superintendent: DR. BUFFIE SIMMONS

Network Leader: QADIR DIXON

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Elsi Capolongo	*Principal or Designee	
Chanelle Poole	*UFT Chapter Leader or Designee	
Rosa Velez	*PA/PTA President or Designated Co-President	
Sonia Witter-Clue	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Hadar Gahfi	Member/ CSA	
Dawn Cooper-Kemp	Member/ UFT	
Michael Leak	Member/ UFT	
Jesnel Butler	Member/ Parent	
Aisha Fairclough	Member/ Parent	
Jeanette Martin	Member/ Parent	
Jasmine Ramos	Member/ Parent	
Marvin Wheeler III	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the percentage of students in grades 3, 4, and 5 achieving proficiency (levels 3 and 4) on the ELA state exam will increase from 13.8% to 28% (28% is the percentage of 3rd, 4th, & 5th grade students citywide that achieved proficiency on the 2013 State ELA Exams.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The Needs Assessment was based on the results on the New York State English Language Arts examinations. The following documents and information were also used in determining this goal: NYS School Report Card – Accountability and Overview Report (AOR); ARIS data, Measures of Student Learning (MOSL) Interim Assessments, and the NYSED data repository.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Using the Common Core State Standards for Pre-Kindergarten through Grade 5, with the goal in mind of college and career readiness reflective of the demands of the 21st century, teachers will implement pedagogical practices that focus on the following instructional shifts:

- students are to demonstrate required fluency, application, and conceptual understanding in English Language Arts;
- students are required to base reading, writing, and discussions from texts in English Language Arts, Social Studies, and Science; for example, after reading *The Fox and the Hen*, a second grade student may write an essay that explains the author's lesson in resilience

The school will implement effective small group, phonics based literacy instruction for students in grades K through 2 inclusive of Special Education and English Language Learners using the components of Balanced Literacy, Guided Reading, and 100 Book Challenge. The instructional focus will be on word study, (phonics, word families, etc.), comprehension and writing skills that result in documented progress.

Kindergarten through Grade 2 will focus on the following English Language Arts skills:

- Reading Informational Text Standards 1 & 10;
- Writing Standard 2; Speaking/Listening Standard 1;
- Language Standard 6

The school will implement effective small group, phonics based literacy instruction for students in grades 3 through 5 inclusive of Special Education and English Language Learners using the components of Balanced Literacy, Guided Reading, and 100 Book Challenge.

1) Three to six small skill ability groups will be established in each class. Results from the spring 2013 ECLAS, 2013 New York State ELA examination and the MOSL Interim Assessments will be used to form the groups. Two to three additional instructors will push into each class. The focus of instruction will be

comprehension and writing skills. Content area materials will be used. All instruction will be aligned to Common Core State Standards.

2) Entire grade will meet for test sophistication in literacy. Different skills will be addressed daily using the Balanced Literacy Components. Skills will be targeted through the analysis of Interim Assessment test data. Tests will include mandatory interim assessments in addition to school-generated and teacher prepared assessments based upon formalized Interim Assessment assessments.

Grades 3 through 5 will focus on the following English Language Arts skills:

- Reading Informational Text Standards 1 & 10;
- Writing Standard 1;
- Speaking/Listening Standard 1;
- Language Standard 6

Additionally, as per the 2013-14 Citywide Instructional Expectations instructional foci will include:

- Using assessing and advancing questions
 - Based on learning goals, teachers will identify possible interpretations of text and anticipated challenges to plan carefully sequenced text-dependent questions that both check and deepen students' understanding of new content/text.
 - Students will develop persistence and patience while grappling with new and complex tasks and concepts
- Evidence in Argument
 - Students will develop the skill of using evidence to support arguments in discussion, which will then transfer to stronger writing in literacy and math, and develop the communication and collaboration skills that support college and career readiness.
- Connecting learning to experience
 - Texts and experiences enhance each other to strengthen students' background knowledge and engagement with learning. Text-based activities will take place in addition to rich, shared experiential learning through hands-on projects, activities, and trips. Students will reflect on their experiences and understanding of new content.

B. Key personnel and other resources used to implement each strategy/activity

As a Title I School Wide Program school, conceptual consolidation will allow us to combine Federal and local (New York State) funds such as Fair Student funding (Tax Levy), Title I funds, and human resources to implement this action plan from September 2013 through June 2014 as indicated below:

Human Resources Positions

- Principal
- Assistant Principal
- Staff Developers (internal and external)
- Data Specialist
- ESL Coordinator
- Teachers

- AIS providers
- After-school staff
- Using Fair Student Funding monies our ballet artist and our violinist provide dance and musical instruction with an alignment and concentration in mathematical concept (rhythm, musical notation, etc.)

Non Human Resources

- Supplies: consumable books, paper, writing supplies, mathematics manipulatives, maps, science tools, etc.
- Technology: hardware, software, audio-visual equipment (SmartBoards), overhead projectors, etc
- Physical Education supplies related to the integration of literacy and mathematical concepts

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Targets are set and measured as per the Measures of Student Learning (MOSL) benchmarks. Any and all progress is also measured through interim assessments given by the city and through in-class teacher-developed assessments.

D. Timeline for implementation and completion including start and end dates

1. September 2013- October 2013 administer and score
2. November 2013- December 2013: analyze baseline assessments
3. November 2013-May 2014: monitoring progress of students via in-house assesments
4. April- June 2014: Administer and Analyze MoSL Assessments

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Literacy Block – Grade K-5
 - a. Whole Class
 - b. 90 minutes
2. Literacy Initiatives- Grades 3-5
 - a. By class group
 - b. 4 times per week, 45 minutes per day
3. Guided Reading – Small Group
 - a. Push-in small group
 - b. 5 times per week, during school day
4. At Risk Small Group Literacy Grades K-5
 - a. Push-in, Pull-out, small group
 - b. 5 times per week, during school day
5. P.S. 191 After-School Program – New York Junior Tennis League
 - a. Small group tutoring
 - b. 5 times per week, 2.5 hours for grades 1 through 5

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Weekly homework sheets are sent home with current content area work for parents to review. Parents and guardians

are welcome to contact the school or their child’s teacher for more information.

- Monthly parent calendars are sent home detailing important meetings and events for each month.
- Parents and guardians are also encouraged to log into ARIS and Schoolnet in order to monitor their child’s progress on interim assessments throughout the year. Passwords are provided to all parents and guardians. A computer is available for any parent or and guardian who wishes to access data if they do not have access to the Internet at home.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #2

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 #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, the percentage of students in grades 3, 4, and 5 achieving proficiency (levels 3 and 4) on the Math state exam will increase from 10.9% to 32.6% (32.6% is the percentage of 3rd, 4th, & 5th grade students citywide that achieved proficiency on the 2013 State Math Exam).

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The Needs Assessment was based on the results on the New York State Mathematics examinations. The following documents and information were also used in determining this goal: NYS School Report Card – Accountability and Overview Report (AOR); ARIS data, Measures of Student Learning (MOSL) Interim Assessments and NYSED data repository.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. At 8:00 a.m. the 37.5 Minute Tutorial commences. All members of the pedagogical staff report to 3rd, 4th and 5th grade classrooms to deliver mathematics tutorial services. Each 3rd, 4th, and 5th grade class has three, four or five regularly scheduled pedagogues working rigorously with an assigned small group of students. At approximately 8:37 a.m. the early childhood teachers and paraprofessionals report to their intensive day assignments but the mathematics independent practice phase continues for students until 9:00 a.m. with the regularly assigned classroom teacher. <ol style="list-style-type: none"> i. In addition to the Monday through Thursday 60 Minute mathematics tutorial session, there is the daily 75 minute “Balanced Mathematics” Math Block using Chancellor-approved GoMath program: ii. Mathematics Review – warm ups; Problem of the Day - Daily Mathematics Journal Writing: -- What did I learn in Mathematics today? - How can I use it in real life? iii. Formative teacher-generated examinations are administered each month iv. GoMath are administered. b. Schoolnet tests to be administered as per NYCDOE mandates c. Measures of Student Learning (MOSL) interim assessments to be administered three times per year d. Personalized in-house monthly testing in mathematics, which are graded according to a teacher-generated key and is “leveled.”

- e. **Monthly Mathematics Promotion Folder Entries as follows:**
 - i. **September: Graphing**
 - ii. **October: K-2: Number Stories / 3-5: Problem Solving**
 - iii. **November: Perimeter and Area**
 - iv. **December: Fractions**
 - v. **January: Measurement**
 - vi. **February: Probability**
 - vii. **March: Graphing**
 - viii. **April: Number Operations**
 - ix. **May: Classifying Geometric Shapes**
 - x. **June: Estimation**
 - f. **All instruction will be aligned to Common Core State Standards and set within curriculum units based upon the Universal Design for Learning (UDL) principles and Understanding by Design (UBD) framework. During daily grade-specific Inquiry meetings, pedagogues will review established rubrics and samples of student work.**
- 2. The following programs and/or initiatives will be implemented in order to address points in the Needs Assessment**
- a. **Cluster Teachers will exclusively teach mathematics or mathematics-infused lessons**
 - i. **For example, the Physical Education teacher will use random mathematics problems as ‘gateway’ work in order for students to retrieve equipment**
 - b. **An afterschool targeted mathematics professional development program will be developed, using approximately \$9700, to provide training in best practices and instructional rigor, as aligned with the Danielson domains**
 - c. **Boys and girls will be separated for math instruction in Grade 4**
 - d. **Guidance Sessions will include mathematics instruction**
 - e. **Transition times between lessons will include verbal math problem solving**
 - f. **Graded assignments will be given using My Math**
 - g. **Common Core mathematics websites will be utilized in each classroom using the computers. They may include but are not limited to:**
 - i. **Mathplayground.com**
 - ii. **IXL.com**
 - iii. **XPMath.com**
 - h. **Instructional Software**
 - i. **Downloadable apps such as Adding Apples for Pre-kindergarten & Kindergarten students**
 - ii. **Purchased apps**
 - i. **Entry/exit card math problems distributed at lunchtime.**

2. Key personnel and other resources used to implement each strategy/activity

As a Title I School Wide Program school, conceptual consolidation will allow us to combine Federal and local (New York State) funds such as Fair Student funding (Tax Levy), Title I funds, and human resources to implement this action plan from September 2013 through June 2014 as indicated below:

Human Resources Positions

- **Principal**

- **Assistant Principal**
- **Staff Developers (internal and external)**
- **Data Specialist**
- **ESL Coordinator**
- **Teachers**
- **AIS providers**
- **After-school staff**
- **Using Fair Student Funding monies our ballet artist and our violinist provide dance and musical instruction with an alignment and concentration in mathematical concept (rhythm, musical notation, etc.)**

Non Human Resources

- **Supplies: consumable books, paper, writing supplies, mathematics manipulatives, maps, science tools, etc.**
- **Technology: hardware, software, audio-visual equipment (SmartBoards), overhead projectors, etc**
- **Physical Education supplies related to the integration of literacy and mathematical concepts**

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Targets are set and measured as per the Measures of Student Learning (MOSL) benchmarks. Any and all progress is also measured through interim assessments given by the city and through in-class teacher-developed assessments.

4. Timeline for implementation and completion including start and end dates

- 1. September 2013- October 2013 administer and score**
- 2. November 2013- December 2013: analyze baseline assessments**
- 3. November 2013-May 2014: monitoring progress of students via in-house assesments**
- 4. April- June 2014: Administer and Analyze MoSL Assessments**

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 6. Mathematics Block – Grade K-5**
 - a. Whole Class**
 - b. 75 minutes**
- 7. Mathematics Initiatives- Grades 3-5**
 - a. By class group**
 - b. 4 times per week, 45 minutes per day**
- 8. At Risk Small Group Mathematics Grades K-5**
 - a. Push-in, Pull-out, small group**
 - b. 5 times per week, during school day**
- 9. P.S. 191 After-School Program – New York Junior Tennis League**

- a. Small group tutoring
- b. 5 times per week, 2.5 hours for grades 1 through 5

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- **Weekly homework sheets are sent home with current content area work for parents to review. Parents and guardians are welcome to contact the school or their child's teacher for more information.**
- **Monthly parent calendars are sent home detailing important meetings and events for each month.**
- **Parents and guardians are also encouraged to log into ARIS and Acuity in order to monitor their child's progress on interim assessments throughout the year. Passwords are provided to all parents and guardians. A computer is available for any parent or and guardian who wishes to access data if they do not have access to the internet at home.**

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teachers will have training on each of the 22 competencies which include the four domains: Planning and Preparation; The Classroom Environment; Instruction; and Professional Responsibilities.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Professional Development Summary sheets distributed to teachers indicated a desire to learn more and/or increase their competency in the four domains of the Danielson Framework. Also, teachers expressed interest in gaining a better understanding of the new evaluation system, Advance, and how ratings are determined.

Additionally, any workshop attended by any staff member requires this Professional Development Summary Sheet to be filled out in order to better serve the needs of the teachers and consequently the students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1. In-house professional development in the Danielson Framework via ARIS Learn during weekly Inquiry Team meetings.**
- 2. Out of building professional development sessions will be attended by all teachers to ensure complete understanding of hoe the Danielson Framework is to be utilized as a method of self-reflective practice and teacher evaluation**

3. *Advance*, New York City’s new system of teacher evaluation and development

- a. Frequent classroom observations paired with timely, meaningful feedback and targeted support to help teachers continuously strengthen their instruction is a central feature of both the NYCDOE’s Citywide Instructional Expectations and *Advance*. Teachers and administration will have a shared understanding of what effective instruction looks like, and a common language with which to discuss it in order to achieve continuous growth in teacher practice. *Advance* utilizes Charlotte Danielson’s 2013 *Framework for Teaching* to provide a common language to describe effective teaching practice, and regular, collaborative reviews of student achievement data to focus these conversations on improving student outcomes.**
- b. Job-embedded support for all teachers and principals. The NYCDOE believes that educators learn best from professional development that is embedded in their everyday work. For teachers, this means learning experiences facilitated by the school leaders who are most knowledgeable about their skills and experiences. School-based learning experiences that engage teachers in professional conversations with their peers and administrators about high-quality teaching foster both a professional community and shared learning and support.**
- c. Centrally-provided professional development on the teacher practice rubric and core components of *Advance*. Designed to supplement the job-embedded professional development described above, the NYCDOE has prepared an array of professional development opportunities for teachers and principals to learn more about *Advance*. These trainings will be conducted outside of schools with a focus on collaborative engagement around Danielson’s *Framework for Teaching* and its role in conducting fair and accurate assessments of teacher practice providing useful feedback and support to teachers, and other core components of *Advance*. Centrally-provided professional development will engage teachers, school leaders, network staff, and district superintendents.**
- d. Professional development on rigorous and authentic measures of student learning that are aligned to the Common Core Standards. Beginning in summer 2013, professional development sessions will be offered for teachers and school leaders on the locally-selected measures of student learning and the state growth and comparable measures (also known as student learning objectives or SLOs) components of *Advance*.**
- e. A growing suite of online professional development modules, webinars and resources to support consistent and aligned understandings of *Advance*. NYCDOE educators can visit ARIS Learn to explore resources designed to support high-quality professional development experiences for teachers and school leaders, individually or in groups.**
 - i. To access ARIS Learn and begin to explore the resources available (NYCDOE educators only): Login to ARIS Learn at <http://learn.arisnyc.org/> using your NYCDOE ID and password (or click on the “Learn” tab from the main ARIS site).**
 - ii. New and recommended learning opportunities for educators to explore are highlighted on the “Learning Opportunities” homepage within ARIS Learn.**
- f. A helpdesk to address inquiries from NYCDOE educators. Teachers, school leaders, network staff, and**

superintendents can email the NYCDOE's *Advance* Support help desk with any questions about education law 3012-c or related implementation supports.

- g. Three school newsletters are produced for informational purposes. The production of the newsletters falls within Domain 4: Professional Responsibilities.**
 - i. Phoenix Rising: the P.S. 191 Monthly Professional Development Newsletter summarizes a professional development experience delivered to a staff member or group of staff members**
 - ii. The Lab Report: the P.S. 191 Monthly Science Newsletter exposes the reader to the current topics being taught across all grade, links to science education and science content websites (such as NSTA) and other science related experiences and information.**

The Physical Education Newsletter: the P.S. 191 Monthly Physical Education Newsletter details the in-house sports and physical education experiences, information on physical fitness and exercise, and other socio-culturally relevant material.

B. Key personnel and other resources used to implement each strategy/activity

- 1. Principal**
- 2. Assistant Principal**
- 3. All Teachers**
- 4. Data Specialist**
- 5. Pupil Accounting Secretary**

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

ARIS Learn Danielson self-assessments enabling teachers to identify and reflect on their strengths and growth areas. A holistic picture of individual teaching practice, the self-assessment should be used in conjunction with other sources, both formal and informal, including: peer feedback, periodic assessment data, student work, value-added data, etc. Teachers can then search for professional development opportunities aligned to a plan.

D. Timeline for implementation and completion including start and end dates

- 1. September 2013: Training on new evaluation system and selection of the Measure of Teacher Performance (MOTP)**
- 2. September 2013- October 2013: Complete initial planning conferences with teachers by October 25; start conducting observations**
- 3. September 2013- December 2013: Record Local & State Measures for each teacher**
- 4. October 2013- Spring 2104: Pedagogical staff attend various, ongoing workshops in the Danielson Framework. The Office of Teacher Effectiveness sponsors the workshops. Participants will explore how to use the *Framework* to support their own development.**

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. Weekly Grade Leader Inquiry Team Meetings**
 - a. Held each Monday**

2. Weekly Grade Inquiry Team Meetings: Common planning and professional development time

- a. **Tuesdays – Grades Pre-Kindergarten and Kindergarten**
- b. **Wednesdays – Grades 1, 2, and 4**
- c. **Thursdays – Grade 3**
- d. **Fridays – Grade 5**

3. Out of building workshops in the Danielson Framework sponsored by the Office of Teacher Effectiveness

4. Digital photography is used for the school newsletters

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The ability of families to participate in their child's learning varies widely because of other family or job obligations. It is the responsibility of teachers to provide opportunities for families to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about:

- **the instructional program**
- **conferring with them about individual students**
- **inviting them to be part of the educational process itself**

Additional focus will be placed on the following in accordance with Danielson Domain 4c: Communicating with families:

- **The importance of regular communication with families of adolescents cannot be overstated.**
- **A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.**
- **Teachers will frequently provide information to families about the instructional program.**
- **Teachers will frequently provide information to families about students' individual progress.**
- **The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities.**
- **Teachers will communicate frequently with families in a culturally sensitive manner, with students contributing to the communication as appropriate.**
- **The teacher responds to family concerns with professional and cultural sensitivity.**
- **The teacher's efforts to engage families in the instructional program are frequent and successful.**

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #4

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 #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 50% of currently enrolled students who had 15 or more absences during the 2012-2013 academic year will show a decrease in their overall number of days absent by one or more days.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- **As of November 1, 2013, seventy (70) students currently in Grades K-5, were absent 15 or more times last year according to data provided by DOE systems.**
- **Previous efforts to increase student attendance have proven effective. As a result of our efforts three of the last four years academic year, overall attendance was over 90%, using available data (<http://schools.nyc.gov/AboutUs/data/stats/attendance/default.htm>). At the beginning of the 2012-13 academic year 83 students had accumulated 15 or more absences in the prior academic year (2011-12) illustrating a downward trend overall absenteeism.**

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

The following interventions and activities will be implemented beginning September, 2013:

- **Staff-maintained journals citing student attendance as well as other student issues and concerns.**
- **Monitoring of daily student attendance rates by class and individual students.**
- **Regularly distributed attendance incentives.**
- **Publicized attendance assembly celebrations.**
- **Implementation and monitoring of the P.S. 191 Attendance Plan.**
- **Logged telephone calls in main office journals and outside of Principal's office.**
- **Calls will be made for 37.5 minute and After-School Tutorial Program non-attendance or lateness.**
- **The Family Worker and the Parent Coordinator will expedite home visits.**
- **Communication with the St. John's Shelter will continue to be ongoing and timely.**
- **Daily display of class attendance rates by means of a bulletin board outside of the Principal's office.**
- **Public Address system announcements to praise high attendance rates for classes and individual students.**
- **Daily student attendance is monitored using a template, which is part of a office display. As these huge at-a-glance monthly**

displays are “retired,” they are posted on nearby walls so that parents, children and staff can visually compare one month’s student attendance rate by class to that of the prior or upcoming month.

- A 4’x 3’ weekly banner is awarded to one Upper Grade class and one Early Childhood class with the most days in one week with 100% attendance. The banner is then displayed either inside the room or in the hallway outside of the room.
- Daily “100% Attendance” sign is awarded to classes that have perfect attendance for any given day. The sign is posted on the classroom door.

2. Key personnel and other resources used to implement each strategy/activity

- Principal
- Assistant Principal
- Classroom Teachers
- Family Worker
- Parent Coordinator
- Pupil Accounting Secretary
- Data Specialist

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Monitoring of daily and monthly student attendance rates by class and individual students. Individual students are accompanied to the attendance charts and filled out by the student with their Attendance Sponsor.
- Monthly rates of attendance are monitored by class. Classes that show a downward trend in attendance are then targeted for further investigation into possible causes for the trend. The Attendance Committee then takes steps to correct and/or improve the identified attendance issue.

4. Timeline for implementation and completion including start and end dates

1. September 2013: Students with attendance issues are identified and distributed to the Attendance Sponsors for daily tracking.
2. September 2013 – October 2013: As the student registers normalize (no-shows, transfers, and newly-admitted students are identified) adjusted attendance rates are evaluated.
3. October 2013 – June 2014: Teachers determine any absenteeism patterns by students. Transfer students from other NYCDOE schools will have their attendance patterns evaluated through ARIS.
4. September 2013- June 2014: Student attendance is charted in the Main Office. Students are brought into the office to identify their attendance patterns and rate.
5. September 2013- June 2014: Daily student attendance is announced on the Public Address system to encourage improved attendance. An attendance banner is awarded to the class with the highest attendance rate from the previous week.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- **The school will maintain ongoing communication and dialogue with the St. John’s Shelter or any other facility that houses Students in Temporary Housing**
- **(STH). The Pupil Accounting Secretary and the Data Specialist will regularly deliver information with regards to any students who are in danger of not meeting the minimum attendance threshold of 90% attendance needed as part of promotional criteria.**
- **The CFN Network #410 Attendance Teacher will regularly meetswith school personnel and the Pupil Accounting Secretary, Ms. Cook, in order to ascertain the need for U.S. Post Office Postal Service traces and/or home visitations.**
- **Local services such as the Mayor’s Interagency Task Force on Truancy, Chronic Absenteeism & School Engagement will be utilized as well.**
- **Title I funds will continue to be allocated for Students in Temporary Housing to purchase school supplies and uniforms.**
- **As stated previously:**
 - **Monitoring of daily and monthly student attendance rates by class and individual students. Individual students are accompanied to the attendance charts and filled out by the student with their Attendance Sponsor and monthly rates of attendance are monitored by class. Classes that show a downward trend in attendance are then targeted for further investigation into possible causes for the trend. The Attendance Committee then takes steps to correct and/or improve the identified attendance issue.**
 - **Implementation and monitoring of the P.S. 191 Attendance Plan.**
 - **Logged telephone calls in main office journals and outside of Principal’s office.**
 - **Calls will be made for 37.5 minute and After-School Tutorial Program non-attendance**

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

In alignment with the School/Parent Compact and the Parent Involvement Policy (see below) parents will be kept aware of ongoing monitoring of student attendance.

The homes of chronically absentee students will be visited by the Family Worker to ascertain reasons for absences and to speak to parents regarding student’s daily school attendance. Telephone calls will be made daily and logged.

- **The New York Junior Tennis League After-School Program at P.S. 191 serves to motivate students to maintain high attendance rates. This program meets five days per week from 3:00 pm to 5:00 pm. The program staff remain in the school until 6:00 pm to discuss student issues, inclusive of any attendance related problems.**

The following resources are available for parents and caregivers who require clarity or information regarding their child’s attendance:

- **The P.S. 191 Attendance Plan;**
- **Chancellor’s Regulation A-210: Minimum Standards for Attendance Programs;**
- **Chancellor’s Regulation A-510: Promotion Standards (which states that 90% attendance is required for promotion);**
- **ARIS Parent Link, the Student Attendance: Resources for Families website**
(<http://schools.nyc.gov/StudentSupport/StudentAttendance/Attendance+Resources+for+Families.htm>);
- **The Mayor’s Interagency Task Force on Truancy, Chronic Absenteeism & School Engagement**
(<http://www.nyc.gov/html/truancy/html/school/school.shtml>)

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
<p>By June 2014, through strengthening communication with the parent community the number of parents responding to the Learning Environment Survey will remain above 55% (Currently 69%).</p> <ul style="list-style-type: none"> ● To further clarify, this goal would ensure that the school and parents work cooperatively to provide for the successful education of our children. This goal would serve to develop the capacity of parents’ in conjunction with the capacity of school to support an organic and realistic partnership between the school, parents and the community to improve student academic achievement. ● This goal will enable parents to learn how to play an integral role in assisting their child’s learning as per No Child Left Behind. Parents on the Executive Board will be full partners in their children’s education and as such, will be included in decision-making and on advisory committees, where appropriate. ● By extension, this will benefit the entire school community, parental and pedagogical.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
<p>The Needs Assessment is based on:</p> <ul style="list-style-type: none"> ○ Officer vacancies within the PTA (zero vacancies are desired) ○ Parent/caregiver attendance for PTA meetings ○ Parent/caregiver attendance for Parent/Teacher Conferences ○ Parent response rate to the NYCDOE Annual School Survey.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

❖ Strategies/activities that encompass the needs of identified subgroups

1. **A Monthly Parent Calendar will inform parents of upcoming events and meetings well in advance of the scheduled date.**
2. **The Annual Lower Grade Parent Appreciation Breakfast**
3. **The Annual Upper Grade Parent Appreciation Breakfast**
4. **The Annual Parent Appreciation Barbeque**
5. **Monthly parent/guardian workshops conducted by classroom teachers, AIS providers and the administration will guide parents through curricular concerns.**
6. **Workshops for parents/guardians conducted by the Guidance Counselor and the Parent Coordinator will guide parents through concerns related to topics ranging from social issues to outreach to community resources and Community Based Organizations.**
7. **Workshops for parents/guardians will feature Guest Speakers when applicable.**
8. **The K-5 Lending Library for parents will enable them to assist their children in raising guided reading levels and homework completion.**
9. **Attendance rates at PAC/PTA monthly meetings will be monitored.**
10. **School Leadership Team Meetings will focus on greater parental engagement in the decision-making processes affecting instruction and conceptual consolidation.**
11. **P.S. 191 Case Study Meetings for Chronically Absent students will serve as indicators of absenteeism and lateness by the Pupil Personnel (“Be Nice”) Committee which meets daily at 8:45 A.M.**
12. **The homes of chronically absentee students will be visited by the Family Worker to ascertain reasons for absences and to speak to parents regarding student’s daily school attendance. Telephone calls will be made daily and logged.**
13. **Each staff member maintains a dedicated and labeled composition notebook detailing student absenteeism and other related concerns. These 30 log books are monitored by the Principal and Assistant Principal.**
14. **The Title I Parent Involvement Policy will be reviewed/revised with the PTA Executive Board and shared with the parent body. The role of the Parent Advisory Council Chairperson will be reviewed, explained and complied with.**
15. **The School-Parent Compact will be reviewed/revised with the PTA Executive Board and shared with the parent body.**
16. **The roles of the PTA Executive Board members will be reviewed and complied with.**
17. **A workshop will be devoted to explanation of the AYP (Adequate Yearly Progress) of a school as a means of measuring whether our school is making satisfactory progress toward meeting the New York State proficiency level for all students in ELA, Mathematics, and Science by the 2013-2014 academic school year as per the No Child Left Behind law.**

❖ Key personnel and other resources used to implement each strategy/activity

1. **Principal**

2. **Assistant Principal**
3. **Parent Coordinator**
4. **Teachers**
5. **Family Worker**
6. **Guidance Counselor**
7. **School Psychologist**
8. **UPK Social Worker**
9. **Selected Paraprofessionals**
10. **Data Specialist**
11. **AIS Teachers**

❖ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- **Attendance rates at the following parent events:**
 - **Monthly parent/guardian workshops conducted by classroom teachers, AIS providers and the administration will guide parents through curricular concerns.**
 - **Workshops for parents/guardians conducted by the Guidance Counselor and the Parent Coordinator**
 - **Workshops for parents/guardians will feature Guest Speakers when applicable.**
 - **Attendance rates at PAC/PTA monthly meetings will be monitored.**
- **Zero vacancies within the PTA Executive Board**
- **Learning Environment Survey response rate remaining above 55%, the current citywide average.**

❖ **Timeline for implementation and completion including start and end dates**

1. **September 2013: Vacancies within the PTA Executive Board are identified and special elections are held if necessary**
2. **September 2013 – June 2014: Workshops for parents are held throughout the academic year during the school day and afterschool as necessary.**
3. **Spring 2014: Parent surveys are distributed and collected during the Parent/Teacher Conferences**

❖ **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

6. **Workshops for parents are held throughout the academic year during the school day and afterschool as necessary. Topics 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**
7. **Parent surveys are distributed and collected during the Parent/Teacher Conferences**
8. **Translation Services as required: Spanish and Haitian Creole are currently the two most commonly required languages for translation.**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- **To further clarify, this goal would ensure that the school and parents work cooperatively to provide for the successful education of our children. This goal would serve to develop the capacity of parents' and the school's capacity for strong parental involvement through the effective involvement of parents and to additionally support a partnership amongst the school, parents and the community to improve student academic achievement. This goal will enable parents to learn how to play an integral role in assisting their child's learning as per NCLB and parents on the Executive Board will be full partners in their children's education and as such, will be included in decision making and on advisory committees, where appropriate. By extension, this will benefit the entire school community, parental and pedagogical.**

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
<p>ELA</p>	<ul style="list-style-type: none"> • Literacy Initiatives- Grades 3-5 ➤ Guided Reading Small Groups - Grades K-5, school-wide ○ At-Risk Small Group Literacy -Grades K-5 ❖ P.S. 191 After-School Program – New York Junior Tennis League (NYJTL) 	<ul style="list-style-type: none"> • By class group ➤ Push-in, small group ○ Push-in & Pull-out, small group ❖ Small group tutoring 	<ul style="list-style-type: none"> • 4 times per week, 45 minutes per day ➤ 5 times per week, during school day ○ 5 times per week, during school day. ❖ 5 times per week, 2.5 hours for grades 1 through 5
<p>Mathematics</p>	<ul style="list-style-type: none"> • Grades 2 and 4 – 5 days/week for 50 min. during school day ➤ 5 Grade 3 – 4 days/week for 50 minutes during school day, Grade 5 – 2 days/week for 100 minutes during school day and 2 days/week for 50 minutes during school day. ○ Small group instruction during 37.5 minutes A.M. tutorial for Grades 3-5 4 days/week before school day begins. 	<ul style="list-style-type: none"> • Small group ➤ Small group ○ Small group ❖ Small group 	<ul style="list-style-type: none"> • For 50 min. during school day, 5 days/week, 5 days/week ➤ 4 days/week for 50 minutes during school day; 2 days/week for 100 minutes during school day and 2 days/week for 50 minutes during school day. ○ During 37.5 minutes A.M. tutorial for Grades 3-5 4 days/week before school day begins ❖ Daily from 3:00 to 5:00

	<ul style="list-style-type: none"> ❖ After school tutorial 2 days/week for 2 hour for Grades K-5 (small group). 		
Science	<ul style="list-style-type: none"> • Grades 4 hands-on test preparation initiative ➤ Science Literacy ○ After school tutorial 	<ul style="list-style-type: none"> • Small Group ➤ Small Group ○ Small Group 	<ul style="list-style-type: none"> • 4 days/week for 50 min. during school day. ➤ 37.5 min. A.M. tutorial for Grades 3-5 4 days/week before school day begins. ○ 5 times per week, 2.5 hours for grades 1 through 5
Social Studies	<ul style="list-style-type: none"> • Grade 4; 5 – instruction during school day to focus on key concepts, interpretation of data and writing responses to document based questions. ➤ 5 Grades 3-5 test preparation initiative ○ Social Studies Skills and Literacy instruction during for Grades 3-5 ❖ After school tutorial 	<ul style="list-style-type: none"> • Small group ➤ Small group ○ Small group ❖ Small group 	<ul style="list-style-type: none"> • 2 days/week for 45 min. ➤ 4 days/week for 50 min. during school day. ○ 37.5 min. A.M. tutorial, 4 days/week before school day begins. ❖ 5 times per week, 2.5 hours for grades 1 through 5
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Guidance At-risk counseling 	<ul style="list-style-type: none"> • One-to-one and small groups 	<ul style="list-style-type: none"> • Small group counseling consists of Grievance Counseling, Character Development, and Conflict Resolution. P.S. 191 Celebrant Program emphasizing monitoring of students' academic and social performance though staff and student special activities involvement.

	<ul style="list-style-type: none"> ➤ School Psychologist At-risk counseling ○ School Social Worker At-risk counseling ❖ At-Risk Health Services: Open Airways Asthma Program; Vision and Hearing Tests; Speech Related Services; Occupational Therapy; Physical Therapy ▪ SETSS Teacher, academic 	<ul style="list-style-type: none"> ➤ One-to-one; during the school day ○ One-to-one; during the school day ❖ Nurse, school aids and service providers ▪ Small Group academic Instruction and one-to-one 	<ul style="list-style-type: none"> ➤ P.S. 191 Celebrant Program emphasizing monitoring of students' academic and social performance though staff and student special activities involvement. Teacher Consultations regarding students ○ P.S. 191 Celebrant Program emphasizing monitoring of students' academic and social performance though staff and student special activities involvement ❖ Ongoing during the school day ▪ Ongoing during the school day
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	<p>intervention services</p> <ul style="list-style-type: none">➤ Response to Intervention (RTI)	<p>services</p> <ul style="list-style-type: none">➤ Small Group academic Instruction and one-to-one services	<ul style="list-style-type: none">➤ Ongoing during the school day
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed*.
3. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
4. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

Although all of the staff is currently Highly Qualified as defined by NCLB we will continue to send various members of the staff to available professional development opportunities, set up teacher teams for collaborative practices, and provide in-house workshops covering a variety of topics as evidenced by our Professional Development calendars, agendas, and sign-in sheets.

To fill unforeseen vacancies and maintain 100% Highly Qualified Teachers, P.S. 191 has an informal hiring committee, comprised of members from the school administration, teaching staff and specialists/coaches. The informal hiring committee reviews unsolicited resumes, its members meet to formulate a list of needs, and they attend hiring fairs/events held in New York City. Through the informal hiring committee, P.S. 191 reaches out to qualified teachers, interviews promising candidates, and schedules potential hires to visit the school. The hiring committee conducts strategic interviewing throughout the year. To address the issue concerning the retention of Highly Qualified Teachers, we will use funds (through conceptual consolidation) to maintain lower class size on all grades and AIS push in for all grades. In this manner, we attempt to decrease the student teacher ratio, in particular, that of the students in the subgroups who are at-risk, ELL or underperforming based on academic assessments. Staff members providing AIS services will model best practices and push-in during literacy blocks to reduce class size and service at-risk students. Administrators and grade leaders will work to achieve the following tasks:

- **foster collaboration among teachers, coaches and consultants;**
- **weekly planning meeting/common prep period by grade level for all teachers;**
- **intra-grade and inter-grade visitation;**
- **provide opportunities for teachers to attend a variety of workshops;**
- **training on data collection facilitated by the Data Specialist;**
- **analysis and review and use to adjust instruction**

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional development is provided throughout the academic year on a variety of topics.

They include, but are not limited to, the following:

- **Utilizing data resources to identify student needs**
- **Common Core Instructional Shifts**
- **Unit Planning for the Common Core Shifts**
- **Writing Instructional Goals**
- **Classroom Management**
- **Utilizing technology for Multiple Points of Entry (differentiation)**

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- Students in Temporary Housing (STH) are provided with school uniforms and consumable materials and supplies as needed.
- Title I funds will continue to be allocated for Students in Temporary Housing to purchase school supplies and uniforms.
- Local services such as the Mayor’s Interagency Task Force on Truancy, Chronic Absenteeism & School Engagement will be utilized as well.
- David Pine, Attendance Teacher provides services to the school from the CFN
- The PTA, the SLT and the school administrators provide an annual Thanksgiving Day Feast for one selected family in Temporary Housing.
- Through the flexibility afforded by **Conceptual Consolidation** the School Leadership Team (SLT) has determined that adjustments to the school budget are required to properly implement this goal.
 - The SLT agrees that Conceptual Consolidation is a valuable tool in meeting our CEP goals.
 - Existing funds for Professional Development and Per-Session budget items will facilitate the coverage of some of the costs associated with this goal. These funds will be drawn from the following categories:
 - Tax Levy Fair Student Funding
 - ARRA Federal Aid Funds
 - Hurricane Sandy Recovery Funding
 - RTTT Citywide Instructional Expectations. Any adjustments will be appropriately noted in the CEP process.
- The New York Junior Tennis League Afterschool program at P.S. 191 provides the following instructional and social development initiative for Students in Temporary Housing (STH), students who have scored in Level 1 in ELA or Mathematics and students for whom the Administration for Children’s Services have open cases:

- A complete **hot supper** at 3:00 pm for grades Kindergarten through five
- **Nutrition and health education** classes for grades Kindergarten through five
- **Homework assistance** for grades Kindergarten through five
- **Tennis instruction** for grades Kindergarten through five
- **Character development** lessons for grades Kindergarten through five
- **Modern dance instruction** for grades Kindergarten through five
- **Safety lessons** for grades Kindergarten through five in terms of emergency response situations
- **Arts and crafts** lessons for grades Kindergarten through five
- **Basketball instruction** and competition for grades three through five

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

The Kindergarten and Pre-Kindergarten teachers meet with all parents and students who are entering either grade for the upcoming school year. The parents are given a tour of the school by the Parent Coordinator, while the children are screened in literacy and math skills. The Kindergarten grade leader contacts the pre-schools to discuss curriculum alignment and offers parent workshops to the incoming parents on the prerequisite skills needed to enter kindergarten.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The teaching staff, through their representatives on the School Local Measures Committee (MOSL), to determine the best local measures for their school based upon available options approved by the state. Teachers and the administration will:

- **use the results of baseline assessments as additional information to plan instruction for the year and to focus on key areas of needs for students in their classrooms.**
- **regularly check-in throughout the year to assess student progress using the formative or periodic assessments put in place.**
- **Will discuss results and use information from the MOSL process to help drive instructional improvements for the 2014-15 academic year**

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 17	Borough Brooklyn	School Number 191
School Name The Paul Robeson School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Elsi Capolongo	Assistant Principal Hadar Gahfi
Coach type here	Coach type here
ESL Teacher Beata Koziel	Guidance Counselor Michel Leak
Teacher/Subject Area type here	Parent Jeanette Martin
Teacher/Subject Area type here	Parent Coordinator Natalia Roach
Related Service Provider Tamara Jones; Amanda Semel	Other Sonia Witter- Clue
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	232	Total number of ELLs	4	ELLs as share of total student population (%)	1.72%
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Part II: 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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Push-In														0
Pull-out	1	2	1											4
Total	1	2	1	0	4									

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	0
SIFE	4	ELLs receiving service 4-6 years	0	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	4	4	0	0	0	0	0	0	0	4
Total	4	4	0	0	0	0	0	0	0	4

Number of ELLs who have an alternate placement paraprofessional: 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
Arabic	0	1	0	0	0	0								1
Polish	0	1	1	0	0	0								2
Spanish	1	0	0	0	0	0								1
TOTAL	1	2	1	0	4									

*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1													1

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here:

P.S.191 uses Work Sampling System, Baseline Literacy Assessments and other literacy assessments (MOSL) to assess the early literacy skills of our ELLs. We also use the data of ECLAS-2 and E-PAL assessments from 2012/2013 school year. A summary of results indicate that our ESL students are in need of increased achievement in areas of phonemic awareness, reading comprehension, listening comprehension, reading expression, and writing, and vocabulary development. We also use data from the ELA and Mathematics Baseline Assessments, and Benchmark Assessments for grades K-5, and the ELL Interim Assessments for possible third, fourth, and fifth grade ESL students. All English learners need additional support for academic language development in the areas of ELA, mathematics, science, social studies, and technology. In addition, there are needs for teaching strategies related to developing literacy and building comprehension skills in all content areas. All staff members at P.S.191 have access to data to use for planning instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here:

Scores on the last NYSESLAT and LAB-R indicate that 1 of our students scored at the Beginning Level in LAB-R Fall 2013 (Kindergarten), 1 at the Intermediate level in NYSESLAT 2013 (First Grade), and 2 at the Advanced level in LAB-R Fall 2011 (First and Second Grade students). An analysis of the NYSESLAT results shows that all tested ELLs indicate an increase in the number of students who are at the Advanced Level of English proficiency. In addition, the results of NYSESLAT 2013 show that 1 first grader, 1 second grader, and 1 fourth grader passed the test and became proficient in English.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMA tool](#))

Paste response to question here:

After an examination of the students in the four modalities, it was found that our ESL students are weakest in reading, writing and speaking. P.S. 191's ESL student's knowledge of content area vocabulary was found to be below grade level. Our ESL students are one to two levels below grade level in terms of their oral language development. We attribute this to the languages spoken in their homes. P.S. 191 will focus on reading in the content areas. The school's emphasis will be on the development of appropriate content area vocabulary and comprehension skills. Discussions will be held during the time of instruction. Additionally, instruction will focus on the writing workshop model with ESL students having opportunities to develop appropriate writing skills.

Our school does not have Title III program.

4. For each program, answer the following:

- a. 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?

Paste response to questions here:

English Learners of P.S.191 are performing below grade level in ELA, mathematics, social studies and science. There is a need for small

group instruction for content area vocabulary development and comprehension improvement. ESL students in early grades are performing below grade level in reading, writing, and mathematics. There is a need for small group instruction for vocabulary development, reading and writing skills, discussion involvement, and dissecting mathematics word problems.

1. English language instruction is aligned to ESL/ ELA/Content Area Standards.
2. We utilize differentiation of instruction to meet the needs of ESL students who are at different levels of English language proficiency.
3. Teachers scaffold academic language to support student's participation in content areas.
4. Focus on reading in the content areas with an emphasis on the development of appropriate content area vocabulary and comprehension skills (Phonics, Making Meaning, Wonders, Foundations, 100 Book Challenge, Ready Gen, Go Math).
5. Concentrate on the Writing Workshop where ESL are going to have opportunities to develop appropriate writing skills.
6. Students receive mandated minutes in ESL and ELA.

7. Teaching materials include a wide range of print, visuals, manipulatives and digital resources.
 8. Needs for small group instruction to improve phonics, develop vocabulary, discussion and questioning techniques, comprehension reading and writing skills.
 9. Provide instructions in discussion and questioning skills, study skills, organizational skills, test-taking skills, and organizational strategies
 10. Model the use of the language in ways in which students are expected to participate.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

Using ongoing progress monitoring as a source of data to inform decision making will both facilitate decision making and students' progress. When students demonstrate reading difficulties, the provision of small group intensive interventions targeting their instructional needs and then monitoring their progress ensures that instruction is modified to meet the needs of students. Our students demonstrate low literacy skills in their first language and English. After screening on early reading indicators, including phonological awareness, letter knowledge, and word and text reading using native language and/or English it is important to provide instructional support to ELs with low performance in reading areas even when oral language skills in English are low. Interventions should address development of language and literacy skills. It's important to monitor progress of ELs frequently (a minimum of six times per year for students at risk for reading), promote language and vocabulary development throughout the day, integrate academic language development into core instruction across subject areas, scaffold language and opportunities to respond, and provide opportunities for appropriate peer learning including peer pairing and small group instruction. If needed provide necessary highly intensive interventions until the students are able to benefit from reading instruction provided within the classroom core instruction.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here:

When having information about the student's level of English proficiency, educational background, and academic content knowledge it is important to place the English Learner in an instructional program. The program has to meet the student's language and academic needs. We need to consider the information we gained in the assessment stage as well as the opinions of other educators in our school. Teachers who receive ELL professional developments throughout the year use EL-friendly strategies for teaching content areas. These strategies increase comprehension, learning and interactions through modeling discussions, acting out, gesturing, showing diagrams and doing hands-on activities and experiments. Yet, some language areas and subjects need special attention because they depend mostly on language- like reading, writing, mathematics, science and social studies. Possibilities for instruction include using the support of bilingual aids, an ESL teacher, an AIS teacher, content area teachers, a pull-out class or push-in instruction.

7. 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?

Paste response to questions here

Our school does not have dual language programs.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our programs for ELLs in a variety of ways. We use both formal and informal data to assess our students and their growth over time. We examine students in our freestanding ELL program. The formal data includes the number of students passing the NYSESLAT and meeting proficiency in ELA, Math and Science. Informal data includes teacher observations and running record and teacher made assessments. The combined data provide for a holistic picture of the performance of each student, and in turn, allows for reflective professional practice.

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Paste response to question here:

Students who may possibly be ELLs are identified during the registration process. The Home Language Identification Survey (HLIS), which includes the informal oral interview in English and in the native language, and the formal initial assessment, is administered. The informal oral interview is conducted in English by fully certified ESL pedagogue/fully certified pedagogue. The informal oral interview in the native language is managed by ESL teacher, and the other staff member who speaks a home language of a student (i.e., we have staff members who speak Spanish, Haitian- Creole, French, Russian, and Polish). The ESL teacher is responsible for conducting the initial screening and administering the HLIS. The ESL teacher checks an exam history of the new entrants who are possible ELLs on ATS. To determine NYSESLAT eligibility the ESL teacher uses RLER ATS report. In addition RLAT, RLAB and RNMR ATS reports are checked for NYSESLAT and LAB-R scores and modality breakdown. Students who have LAB-R or/ and NYSESLAT results are placed in ESL program according to their English Language Proficiency Level.

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.

Paste response to question here:

The new students who are entitled are tested with LAB-R by an ESL teacher during the first 10 days. If a student with Spanish origin does not pass LAB-R, Spanish LAB is conducted to determine home language skills.

Orientation sessions are held for each parent of English Language Learner on an ongoing basis as needed. The sessions take place after the student is registered. Parents view the video in their native language provided by the Department of Education on this topic. Program selection letters are distributed after the parents view the video. They are then asked to make a program selection. Parents are also informed that P.S. 191 offers only English as a Second Language program. In addition parents are given information which schools offer bilingual programs. Then the parents meet with the Parent Coordinator and receive all the information given to new parents, i.e. PTA meeting schedule and other pertinent information. During these meetings parents also learn about the school community, state assessments, and general program requirements. In addition, EL parents are encouraged to meet during parent- teacher conferences to discuss their child's strengths and goals. These conferences are usually held during the months of November and March.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Paste response to question here:

The ESL teacher is responsible for the distribution of Entitlement Letters in English and the home language to the parents/ guardians of ELLs, and the collection of Parent Surveys and Program Selection Forms. The copies of the entitlement letters and the collected Parent Surveys and Program Selection Forms are placed in P.S.191's 2013-2014 ESL binder with other documents related to services for English Language Learners.

If the forms are not returned, the ESL teacher and the Parent Coordinator make phone calls to the parents/ guardians to remind them about returning the forms.

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.

Paste response to question here:

After the parents of ELLs make a program selection, they are informed in their native language that an ESL program is offered at our school. They are also informed that a Transitional Bilingual Program is not offered because the number of students whose parents request this program is too small. In addition parents receive a Parent Brochure in English and their native language with information for parents of English Language Learners.

At P.S. 191 students who are identified as English Language English Learners are placed in ESL instructional program according to their level of English Language Proficiency (as per LAB-R and NYSESLAT exam) and receive a mandated number of minutes of ESL instruction per week. The continued letters about continuation of receiving English language development support are send

to the parents of ELLs in English as the home language. The copies of the continued letters are placed in P.S.191's ESL binder.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Paste response to question here:

In spring the four components of NYSESLAT are administered to all ESL students. The Speaking subtest is administered to students individually at a location separate from other students by the trained teacher who is not student's ESL or classroom teacher. The Listening, Reading and Writing subtests are administered to groups of students. The make-up test dates are any dates that remain in the primary administration period. English language learners with disabilities are provided the testing accommodations specified in their IEP or Section 504 Accommodation Plan (504 Plan). Students with disabilities are provided with the testing accommodations authorized by the IEP or 504 Plan, with two exceptions: the reading subtest may not be read to any student; for the Writing subtest, students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation. The school supplies CD players for administering the Listening subtest to students in grades 2-5. In addition we plan to administer the test at a later date to all students who are absent when the test is initially given. The make-up date(s) can be any time within the designated testing period.

6. 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.) 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. [i](#)

Paste response to question here: After reviewing the Parent Survey and Program Selection Forms for the past few years, the trend in program choices that have been requested by parents are the ESL and Transitional Bilingual Programs. The program currently offered at P. S. 191 is the ESL program. A Transitional Bilingual program is not offered because P.S. 191 does not have enough children whose parents are requesting a Bilingual Spanish-English Program. The school doesn't have enough bilingual eligible children to formulate a Transitional Bilingual Program. P. S. 191 provides the parents of ELLs with information about bilingual programs at other schools in our districts in compliance with the Chancellor's mandates. In 2008-2009 one parent of fifth grade and kindergarten student requested Spanish- English Transitional Bilingual Program and in 2009-2010, 2010-2011, 2011-2012, and 2012-2013 one parent of Kindergarten, first grade, third grade, fourth grade, and fifth grade student asked about Spanish-English Transitional Program. The parents were provided with all the necessary information. The programs in our school are aligned with parental choices.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Paste response to questions here:

The English Language Learners are served in the freestanding ESL pull-out program. This instructional program is aligned with mandated ESL/ELA, content area Common Core State Learning Standards, and the core curriculum. Oral and written language development is provided during ESL and English Language Arts instruction.

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)?

Paste response to questions here:

Students in the freestanding ESL program will receive 360 minutes of instruction each week at the beginning and intermediate levels, and 180 minutes of instruction at the advanced level. The program emphasizes integration of the four language skills: listening, speaking, reading and writing. The ESL students will be grouped homogeneously for targeted area instruction informed by the LAB-R and/ or the NYSESLAT. The ESL teacher is responsible for delivery of mandated minutes of ESL instruction.

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 foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:

To help the ESL students meet the NYS Common Core Learning Standards we will use instructional strategies centered around Phonemic Awareness, Sheltered English, Total Physical Response, the use of multimedia materials, the use of multicultural literature, graphic organizers, accountable talk, the use of maps and visuals, and class presentations. The Balanced Literacy /Mathematics Workshop model will be utilized to focus on the content areas.

Other strategies to be emphasized in order to improve the language of ELLs and ELL-SWDs are:

- building background knowledge
- the integration of children's native language and cultural backgrounds, values and beliefs
- language development will be increased and assessed through the use of vocabulary as integrated into the content areas of literacy, science, mathematics, social studies, music, technology, etc.
- the use of manipulatives will facilitate concrete experiences to help students create a context for what they are learning
- the incorporation of classroom talk amongst peers to support language development such as asking open-ended questions which require new or extended responses and participation in discussions.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

The ESL teacher will consult and network with teachers of ELLs to plan instruction for ESL students and to monitor their progress in a general and/or special education classroom. In addition, we will include ESL/native language libraries in the ESL classroom and extensive staff development for all teachers who teach ELLs

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

For initial placement of SIFE students we will use records from native country when available and interview parents to try to determine the number of years of schooling the students have had.

- We will use Home Language Identification Survey to identify the home language.
- We will test the students with LAB-R and identify their English proficiency level.
- We will administer Spanish LAB to new entrants when appropriate to determine native language skills of Spanish speaking students
- We will give the students writing assignments (in native language and in English). The writing assignments will be evaluated by staff members who are proficient in a home language of a student (i.e. Spanish, Haitian- Creole, French) and a classroom teacher
- We will encourage prewriting activities.
- The students will take mathematics survey.
- We will dissect mathematics word problems
- We will modify reading assessments.
- We will modify tests for the students.
- We will organize small group activities.
- We will develop rubrics.
- The students will create a log with vocabulary and letter sounds.
- Use of portfolios to demonstrate progress.

To reach the needs of newcomers, the ESL teacher with the collaboration of the General/Special Education teachers will modify the assignments for them and provide productive work that engages them in language learning. Newcomers will participate and show comprehension through pointing, nodding, drawing, using actions or simple responses. We will assign a bilingual student

or

staff member who speaks the newcomer's language to explain the rules, to show important places in our school, and to communicate with parents. We will use translators as needed, and in particular, where applicable, in testing situations.

After reviewing and analyzing the data from all assessments taken by long term English Language Learners ESL, we concluded that there is a need of small group instruction in order to improve academic vocabulary and reading and writing skills

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to

The AIS providers will work with long term ELLs. The morning tutoring program (four times a week) and After School Program improve reading, writing, mathematics, technology skills with inclusion of sports activities.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here:

English Language Learners may be found eligible to receive special education services once it has been determined that a disability exists and that the disability is not solely due to the lack of proficiency in the English language. All ELLs eligible for special education services will continue receiving ESL instructions at the appropriate proficiency and development level. The IEP must be followed and periodically reviewed at Pupil Personnel Committee meetings.

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

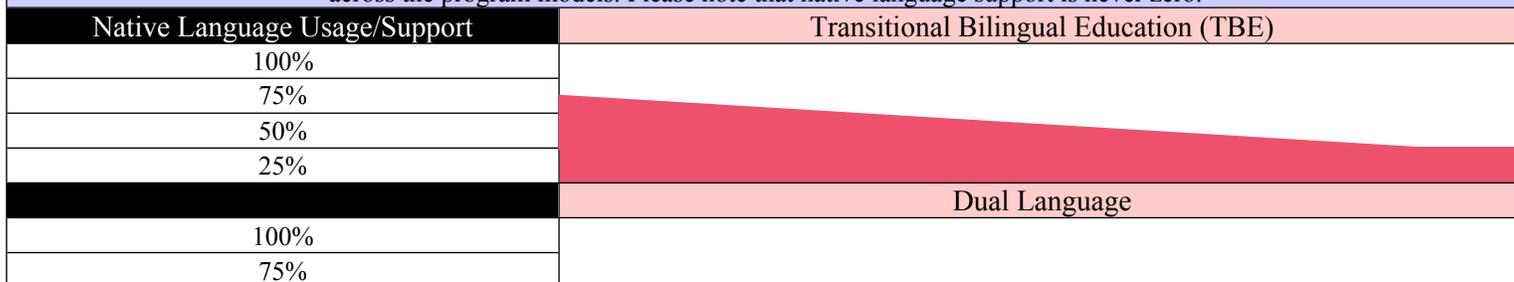
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

Paste response to question here:

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

- SETSS- long term ELLs will be provided with related services at risk (5 times per week)
- Reading, Writing, and Mathematics Workshops in class (everyday) and during ESL lessons (six periods per week) to develop appropriate reading, writing, and mathematics skills- in small groups
- Science lessons and labs in class (four times a week) and once a week in ESL class to develop appropriate science skills- in small groups

Technology lessons and labs at least once a week in Technology and Computer Laboratory to develop/ improve appropriate technology skills (Key Board, Microsoft Word, Internet, Power Point. Students in grades K-5 have regular access to computers in their classrooms and take turn working independently on the computer during literacy and math sessions.

- Social Studies lessons in class (two times a week) and once a week in ESL class to develop appropriate social studies skills- in small groups
- Academic Intervention Services- ESL students will be provided with targeted instruction in reading, writing, science, social studies, or mathematics before school (4 times 37.5 min. per week) and during the school day (Push-in AIS Services)
- After School Programs- ESL students have opportunities for after school programs in groups with inclusion of sports activities
- Literacy, mathematics, science, and social studies initiatives allow students to receive small group instruction and test practice at their individual level (4 periods a week)
- Student Assessment Analysis- individual perspective and diagnostic plans are designed to facilitate tutoring and differentiated instruction
- Student Services Support Team (two times per month) and Least Restrictive Environment (once a month)- conferences among professionals to discuss student's cumulative records and recommend interventions
- Inquiry Team Group- ESL students are assisted in small groups to improve their academic skills

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

Teachers of ELs use a variety of instructional strategies and grade- level materials to provide access to academic content areas and accelerate English language development. Teachers are sensitive to the academic and linguistic needs of their students. As such, instruction across content areas is highly differentiated to meet the individual needs of each student.

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

Paste response to question here:

There are programs in session in this school year. After School Program is offered to all the students in grades K-5 who qualify for free or reduced lunch, filed a lunch form and filed an application. Most ELLs attend the program or will attend when the application will be approved. .

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

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

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

In addition we are in the process of applying for grants to enhance and create new programs within the school.

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

Paste response to question here:

We do not plan to discontinue any programs and services for English Language Learners.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here:

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

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here:

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

Native language support is offered through a variety of methods, including the use of Total Physical Response (TPR), through scaffolding and in small flexible groups. Native language support is provided in all subject areas including writing, mathematics, social studies and science.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

All the resources correspond to ELLs' ages, grade levels, and reading levels to meet the needs of our ESL students.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here:

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

18. What language electives are offered to ELLs?

Paste response to question here:

Currently there are no languages offered as electives.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

Professional Development will be provided in ESL strategies and Wilson.

Professional Development that targets the needs of teachers of ESL students will be offered (Strategies for Teaching ELLs in the ESL Standards and Common Core State Standards, How to Develop Language; Instructional Structures that Support ESL Students; Stages of the Second Language Acquisition, Authentic Assessment for English Language Learners; Differentiated Instruction for ELLs; Teaching English Across the Content Areas- Teaching Mathematics to ELLs; Teaching Science to ELLs; How to Teach Long-Term English Learners?; Common Core for Not-So - Common Learner).

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Paste response to questions here:

Parents will be invited to parent orientations on the State Standards, assessments, school expectations and general requirements for ESL program and there will be other opportunities for parents to participate in their children's education. We ensure that parents participate on various committees, including Parent Teacher Association and the School Leadership Team. They also encouraged to participate in school activities, i.e. field trips, shows, assembly and etc., and workshops. All parents correspondence, including letters, flyers and other communications are translated into languages spoken by our families. Spanish, French and Haitian-Creole translators are available at meetings.

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

E. 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 response to question here:

A student who has exited the ESL program will be monitored formally for at least two full school years. The ESL teacher in cooperation with the General and/or Special Education teacher will be responsible for monitoring that ESL student. Monitoring will consist of the following measures of student performance: report card grades, tests scores, student performance, teacher observation, and progress in meeting the NYS Academic Standards in all areas. The ESL teacher will help assist to adopt and modify material and instruction to the exited student, thereby facilitating the transition.

Part VI: LAP Assurances

School Name: The Paul Robeson School

School DBN: 17K191

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/14
	Assistant Principal		1/1/14
	Parent Coordinator		1/1/14
	ESL Teacher		1/1/14
	Parent		1/1/14
	Teacher/Subject Area		1/1/14
	Teacher/Subject Area		1/1/14
	Coach		1/1/14
	Coach		1/1/14
	Guidance Counselor		1/1/14
	Network Leader		1/11/14
	Other		1/1/14

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **17K191** School Name: **The Paul Robeson School**

Cluster: _____ Network: **CFN 410**

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

Part A: Needs Assessment Findings

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

An annual needs assessment will be conducted, which includes the Principal, Assistant Principal, Pupil Accounting Secretary, Parent Coordinator and ESL teacher, regarding the written translation needs of the students enrolled in P.S 191. Each student's Home Language Identification Survey was assessed. All students whose home language was listed as not English on the survey was reviewed and discussed. If it is ascertained that a student's parent needed either a written translation or oral interpretation, accommodations would be made to ensure that the appropriate assistance will be provided to the parent.

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

The results of the needs assessments, as of the 2013-2014 academic year was as follows: 1 ELL students and his family requires written and oral translation in Spanish. In addition four (4) non-ELLs families require written a oral translation in Spanish , two(2) families need written and oral translation in French, and one (1) in Arabic.
The committee made arrangements to ensure that the written and oral translation needs of all families who require them will be met.

Part B: Strategies and Activities

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

Written translation of all documents regarding the school's academic programs, student participation in school activities, open- school day and evening information, approaches for increasing achievement, DOE information not available from the central board, information regarding assessments, and information which would increase parent participation in school activities will be sent home in their home language to those families who do not speak English. The Spanish, Haitian- Creole and French translations will be done in our school by qualified staff members. To translate orally and in written form into different language or dialects P.S.191 will use the services of the NYCDOE Translation and Interpretation Unit.

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

Oral translations of scheduled school meetings and activities will be provided as necessary to all who do not speak English. When necessary a translator will be available to provide assistance to those families who require it. The oral interpretation services will be provided by school staff (Spanish, Haitian- Creole, French) and parent volunteers (African dialect)

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

P. S. 191 will provide each parent whose primary language is not English and therefore requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate languages, and instruction on how to obtain services. Posted at the main entrance is a poster in each of the "covered" languages which states that a copy of the Important Notice for Parents Regarding Language Assistance Services is in the main office

Our school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices in a time of emergency solely due to their having a language barrier. Should 10% of our parent population speak a primary language other than English or a "covered language", we will utilize the services of the Translation and Interpretation Unit to translate all forms and oral communications into the parent's spoken language.

