



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** P.S. 191 THE MUSEUM MAGNET SCHOOL

**DBN (i.e. 01M001):** 03M191

**Principal:** MARIA VERDESOTO

**Principal Email:** MVERDES@SCHOOLS.NYC.GOV

**Superintendent:** ILENE ALTSCHUL

**Network Leader:** MARGARET STRUK

### 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
Maria Verdesoto	*Principal or Designee	
Mafa Edwards	*UFT Chapter Leader or Designee	
Sparkle Anthony	*PA/PTA President or Designated Co-President	
	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	
Larissa Green	Member/ Co-PTA President	
Sonya Houston	Member/ Parent	
Orande Peoples	Member/ Parent	
Alan Convard	Member/ Parent	
Kaysa Reaves	Member/ Parent	
Susannah Blum	Member/ Teacher and SLT Co-Chair	
Stacie Lorraine	Member/ Teacher and SLT Co-Chair	
Jaime Rosenthal	Member/ Teacher and SLT Recording Secretary	
Sharon Pavlovich	Member/ Teacher	
	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

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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.

In order to ensure growth in College and Career Readiness through implementation of the Common Core all staff will seek to implement the following shifts in instruction: **Improve reading comprehension for all students in the ELA, Science and Social Studies with a focus on close reading, text-based answers, writing from sources, and the development of vocabulary. With the support provided by the new Expeditionary Learning curriculum, all teachers and staff will ensure that**

- Students have rich and rigorous conversations dependent on a common text.
- Writing emphasizes use of evidence to inform or make an argument or articulate an idea rather than the personal narrative and other forms of decontextualized prompts.
- Students constantly build the vocabulary they need to access grade level complex texts.

**in such a way that we achieve the following measurable objectives:**

- 1. A 5% increase in the Mean Scale Score of the school as a whole (all students) from 286 in 2013 to 300 in 2014 on the NY State ELA test;**
- 2. A 20% increase in the Median Adjusted Growth Percentile as reported on the 2014 School Progress Report (and/or on the *New York State-Provided Growth Data With Subgroup Breakdown* ) from 6.1 in 2013 to 7.3 in 2014.**
- 3. A 20% increase in the Median Adjusted Growth Percentile for the School's Lowest Third as reported on the 2014 School Progress Report (or in the *New York State-Provided Growth Data With Subgroup Breakdowns* ) from 81 in 2013 to 97 in 2014**

### 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.

#### **School-Based Data from 2012-2013**

The school collected extensive data in 2012-2013 to inform instruction and provide mentoring to individual teachers. Rather than cite all of this data here, we will merely summarize the observations provided by our ELA professional development consultants (AUSSIE).

#### **AUSSIE Observations**

##### *Grade 3: February 3<sup>rd</sup> MMS Writing Assessment*

While on the whole the organization of writing improved since October demonstrating that students are using paragraphs, nevertheless they may be repeating the same information in each; weakness in evidence of comprehension means that students are not drawing enough information from text to sustain meaning over several paragraphs. The use of standard conventions shows improvement but still needs work.

##### *Grade 4: February 3<sup>rd</sup> MMS Writing Assessment*

While the AUSSIEs found a positive convergence on all three areas of the assessment ( comprehension, organization and use of conventions), nevertheless, the convergence was at a low level. Growth depends on continued support for explicit writing, modeling and support for planning for writing including use of relevant

graphic organizers.

#### Grade 5 February 3<sup>rd</sup> MMS Writing Assessment

The Aussie analysis suggests that as students attempt to use specific vocabulary and more sophisticated sentence structures (a definite gain), their use of conventions falter as they are not a focus of attention.

#### Grades 6-8 February Writing Assessment

When comprehension of a topic is poor, students cannot write much information and tend to repeat themselves or write only low level detail. Working on text structure will support students in making connections between parts of the text and other information on the topic and in bringing together all they understand into their writing.

Overall the consultants saw comprehension as the “weak link” in student writing: “When students do not understand what they read well, their writing about the text will be at a low level. Work needs to focus on deep comprehension leading to summaries of information and then plans for writing.”

These observations of student writing assignments and classroom observations led the school to choose a new ELA curriculum for Grades 3-8. ***Expeditionary Learning*** embeds the close reading strategy which addresses directly two major issues in student performance raised by last year’s school data.

Issue 1: Students often read for the “gist” of a text rather than what the text says explicitly, what inferences can be made from it, and what specific textual evidence supports their conclusions in either writing **or speaking**;

Issue 2: Students often fail to determine **central ideas** or themes of a text, and to analyze their development and summarize the key **supporting details and ideas**.

#### **2013 NY State ELA Test Results**

Since the tests that were given in Spring 2013 were new, we cannot directly compare our students’ performance to that of previous years. This limits our ability to comprehensively analyze the test results, hence the central focus of this analysis is a comparison of our students’ results to those of NYC students as a whole.

**Results for All Tested Students:** Table 1 shows our students’ performance on the test in comparison to all New York City’s with reference to the mean scale score. As can be readily seen our best performance was in grades 3, 5, 7, and 8. Overall, our mean scale score for all tested students was 10 points below that of NYC as a whole (286 compared to 296).

**Table 1: NYC Results on the New York State 2013 ELA Test (Grades 3-8)**

**School Summary for 03M191**

**Results for All Students**

Grade	# Tested	Mean Scale Score	% Level 1	% Level 2	% Level 3	% level 4	% Levels 3+4	Mean Scale Score NYC	MSS difference 191 and All NYC
3	42	292	52.4	23.8	23.8	0.0	23.8	298	-6
4	35	277	68.6	22.9	5.7	2.9	8.6	297	-20
5	45	290	48.9	28.9	17.8	4.4	22.2	299	-9
6	56	280	50.0	44.6	1.8	3.6	5.4	294	-14
7	62	288	43.5	43.5	11.3	1.6	12.9	295	-7
8	77	287	44.2	44.2	11.7	0.0	11.7	292	-5
All Grades	317	286	49.5	36.9	11.7	1.9	13.6	296	-10

**Results for English language Learners (ELLs) on 2013 State Tests:** 2013 ELA test results for ELLs were among the best in the school (see Table 2). Current ELLs achieved +7 mean scale score points above the city average for ELLs. Former ELL achieved even higher (309); this is 9 mean scale score points above the city average. Moreover ELLs outscored English Proficient (EP) students at P.S. 191 by 24 mean scale score points and all NYC students—including both ELL and EP-- by 11 points (See Table 1 for NYC data= 296).

**Table 2: NYC Results on the New York State 2013 ELA Test (Grades 3-8)**

**ELA Results for ELL Students Compared to EP at 03M191**

Category and # Tested	Mean Scale Score MSS	% Level 1	% Level 2	% Level 3	% Level 4	% Level 3+4	MMS NYC	MSS Difference 191 and all NYC
ELL 16	272	68.8	31.3	0.0	0.0	0.0	265.0	+7
EP 284	285	50.0	37.0	10.9	2.1	13.0	300.0	-15
Former ELL 17	309	23.5	41.2	35.3	0.0	35.3	300.0	+9

What does this suggest about instruction? What we know is that ELLs receive many hours of small group instruction compared to students who are not ELLs. For a year or two or until they pass the English proficiency test, they receive daily instruction in this setting. The instruction provides many speaking and listening opportunities among the students and between students and teacher, vocabulary development, and close monitoring of student development in reading and writing.

Unfortunately, our budget does not allow for such extended periods of small group instruction for **all** students who need it. The scores suggest that we must think through carefully the best uses of the limited resources that we do have to provide effective small group instruction to students achieving below grade level.

**ELA Results for Students with Disabilities (SWD) on 2013 State Tests:** As can be seen in Table 3, although the percentage of tested SWD group changed little from 2011 to 2013, nevertheless the percentage of student achieving proficiency (level 3+4) declined dramatically: 2011 (18.5%) , 2012 (10.3%), and 2013 (0.0%) The new longer and more difficult test in 2012 and even more so in 2013 had strong negative effects on students with disabilities.

About half of the SW group was in self-contained classes which suffered the greatest impact of the new tests. Level 1 scores for students with IEPs increased by about 8% in 2012 and the percentage of students at Level 3 declined by 8%. In 2013 the percentage of students at Level 1 increased to 77.6% and no students scored Level 3+4 See Table 5. In 2013 SWDs in all New York City experienced similar losses: 70.2% at Level 1 and 5.7% at Level 3+4. Note change made in Mean Scale Scores in 2013.

Table 3: ELA Results for All P.S. 191 Students with Disabilities between 2011 and 2013 NYS Testing

Year	Category	# Tested	Mean Scale Score	% Lv 1	% Lv 2	% Lv 3	% Lv 4	% Lv 3+4
2011	SWD	54	649	29.6	51.9	18.5	0.0	18.5
2012	SWD	58	645	37.9	51.7	10.3	0.0	10.3
2013	SWD	58	263	77.6	22.4	0.0	0.0	0.0

As in ELA testing, also in math (see Table 6), there were dramatic declines in the performance of students with disabilities. With each new test, scores drop radically, with dramatic increases in Level 1 achievement. We note here that math achievement like ELA drops when the reading involved on the test increases in difficulty—particularly for those students where the disability lies in reading and language processing.

**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**

- CURRICULUM:** Implement NYCDOE-recommended ELA curriculum programs, *Expeditionary Learning*, which is designed to provide differentiated rigorous instruction in close reading

on suitably complex text and text-based writing for all learners. *Expeditionary Learning's* program, created in collaboration with the New York State Education Department, combines high quality, rigorous, standard-aligned content with effective instructional practice, bringing together the “what” and the “how” of the Common Core standards. Teachers that use these materials are not only ensured that they are addressing the standards, they are also being coached to address the standards in best practices ways that engage students. The curriculum is built on rich and compelling topics, many of which are connected to social studies and science, and which are supported by excellent books and worthy informational texts. The program focuses on reading, writing, listening, and speaking in response to these high-quality grade-level texts. Each unit culminates in a performance task that provides information on whether students are achieving the standards. The units include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts.

2. **PD:** Ongoing PD has been provided onsite with teacher teams, facilitated by the Staff Developer, focusing on program philosophy, design, implementation, pacing, best practices, differentiation, assessment/data and alignment to the Danielson Framework. This has been supplemented with training by Expeditionary Learning facilitated PD offered by the NYCDOE
3. **DANIELSON:** Continue using and refining our use of the Danielson Framework to actively support teacher growth, move all classroom practice to best practices, and move students to meet higher standards.

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

1. **CURRICULUM:** All 3-8 ELA teachers, administration, staff developer.
2. **PD:** All K-8 math teachers, administration, staff developer
3. **DANIELSON :** administrators, NYCDOE Talent Coach, Fordham PSO1.

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

1. **CURRICULUM:** Schoolwide data capture in collaboration with classroom teachers and the data specialist team will track student progress starting with student work in the first unit of study through the last unit of study implemented. This includes 1 performance task and several interim assessments for grades 3-8 Expeditionary Learning. These program assessments address a combination of common core reading and writing standards.
2. **PD:** Successful Expeditionary Learning implementation that meets the needs of all learners as evidenced via student data capture and analysis, administration observation/Danielson Framework feedback.
3. **DANIELSON;** All initial one-on-one conferences with all teachers were completed by Sept. 13. Every teacher selected Observation Option 2 (6 informals which was selected by the overwhelming majority of the staff) were to have 2 of these completed with written feedback by the end of November. Another 2 will be completed by end of January, and the final 2 by end of March. Artifacts will be collected by April 11. All Danielson Observation/Feedback documentation is entered online, and available for Superintendent’s visits (one of which occurred November 16. Additionally, it is expected that teachers would be increasing the number of components moving from Developing to Effective

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

1. **CURRICULUM:** September 2013 – June 2014
2. **PD:** July 2013-June 2014
3. **DANIELSON:** PD and teacher team meetings have been provided for staff, facilitated by the Administration or an NYCDOE Talent Coach using a variety of mechanisms: PD on September 3 & 4, during Inquiry Team meeting time occurring on Thursday Morning extended day sessions, via an Election Day workshop, and during the monthly Principal’s Conferences.

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

1. **CURRICULUM:** Expeditionary Learning has been programmed for 60 minutes a day for grades 3-5, and 50 minutes a day for grades 6-8. All resources – teacher guides, student literature/informational text, student workbooks, teacher read alouds, and other supplemental curriculum materials have been provided through the NYCDOE Core Curriculum program
2. **PD:** Most PD has been delivered during weekly teacher team meetings occurring during common preps. This work however, was kicked off with a PD session in August, held at the school that was very well attended. Additionally, select staff has been attending the ReadyGEN and Expeditionary Learning PD sessions offered by the NYCDOE since Summer of 2013.
3. **DANIELSON:** PD and teacher team meetings have been provided for staff, facilitated by the Administration or an NYCDOE Talent Coach using a variety of mechanisms: PD on September 3 & 4, during Inquiry Team meeting time occurring on Thursday Morning extended day sessions, via an Election Day workshop, and during the monthly Principal’s Conferences.

**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).

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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.

In order to ensure growth in College and Career Readiness through implementation of the Common Core all staff will seek to implement the following shifts in instruction: **To improve mathematical thinking and problem solving for all students with a focus on deep understanding. With the support of new math curricula (Go Math in Grades K-5 and Connected Math (CMP3) in Grades 6-8), all teachers and staff will ensure that:**

- They teach more than “how to get the answer” and instead support students’ ability to access concepts from a number of perspectives.
- Students see math as more than a set of procedures.
- Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations, as well as writing Measurable Objectives:
  1. A 5% increase in the Mean Scale Score for all students on State Math Tests in Spring 2014 (from the 286 in 2013 to 300 in 2014).
  2. A 20% increase in the Median Adjusted Growth Percentile as reported on the school’s NYC Progress Report (**and/or on the New York State-Provided Growth Data With Subgroup Breakdown**) from 55.0 to 66.0
  3. A 20% increase in the Median Adjusted Growth Percentile as reported on the school’s NYC Progress Report (**and/or on the New York State-Provided Growth Data With Subgroup Breakdown**) from 67.5 to 81.0.

**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.

**2013 NY State Math Test Results**  
**Results for All Tested Students:** Table 4 shows results similar to those on the State ELA test. The best results were for our students in Grades 3, 7, and 8. Indeed students in Grade 3 out-performed all NYC students by 9 mean scale score points. The overall mean scale score for all tested students was 12 points below that of all NYC students.

**Table 4: NYC Results on the New York State 2013 Math Test (Grades 3-8)**  
**School Summary for 03M191**  
**Results for All Students**

Grade	# Tested	Mean Scale Score	% Level 1	% Level 2	% Level 3	% level 4	% Levels 3+4	Mean Scale Score NYC	MSS difference 191 and All NYC
3	42	308	21.4	40.5	21.4	16.7	38.1	299	9
4	35	273	60.0	28.6	8.6	2.9	11.4	300	-27

5	44	281	72.7	6.8	18.2	2.3	20.5	299	-18
6	58	281	55.2	32.8	8.6	3.4	12.1	298	-17
7	62	286	58.1	33.9	8.1	0.0	8.1	296	-10
8	77	288	45.5	39.0	13.0	2.6	15.6	297	-9
All Grades	318	286	51.9	31.4	12.6	4.1	16.7	298	-12

**Math Results for English Language Learners (ELLs):** In math, as in reading, ELLs and former ELLs achieved at higher levels than English Proficient (EP) students mean scale score of 286. ELLs also scored 11 mean scale score points above NYC ELLs and Former ELLs achieved 1 MSS point above all NYC Former ELLs. Moreover they had mean scale scores that were better than all NYC students (305 compared to 298).

**Table 5: NYC Results on the New York State 2013 Math Test (Grades 3-8)**

**Math Results for ELL Students at 03M191**

# Tested	Mean Scale Score (MSS)	% Level 1	% Level 2	% Level 3	% Level 4	% Level 3+4	MMS NYC	Difference NYC - 191
ELL 18	287	66.7	11.1	5.6	16.7	22.2	276.0	+11.0
Former ELL 16	305	31.3	31.3	25.0	12.5	37.5	304.0	+1.0

Since the 2013 Math test contained more, and more sophisticated, reading than prior math tests, we might hypothesize that better reading by ELLs also led to better scores in math. However, full analysis of this result demands more data than we have at present.

**Math Results for SWD Students:** As in ELA testing, also in math, there were dramatic declines in the performance of students with disabilities. With each new test from 2011-2013, mean scale scores dropped radically and the percentage of student achieving Level 1 increased dramatically (from 14.1% in 2011 to 78.7% in 2013). Math achievement like ELA drops when the reading involved in the test increases in difficulty—particularly for those students where the disability lies in reading and language processing. These data are similar to SWD data for all NYC students (64.7% at Level 1 in 2013). They do not include adjustments for minority or low income status.

**Table 6: School Results on the New York State Math Tests (2011-2013) for Grades 3-8)**

**For Student with Disabilities (SWD)**

Grade	Year	Category	Number Tested	Mean Scale Score	Level1 %	Level2%	Level 3 %	Level 4 %	L 3+4 %
P.S. 191	2011	SWD	55	666	14.5	52.7	20.0	12.7	32.7
P.S. 191	2012	SWD	58	651	25.9	48.3	20.7	5.2	25.9
P.S. 191	2013	SWD	61	265	78.7	16.4	3.3	1.6	4.9
All NYC	2013	SWD	79460	271	67.4	24.2	6.4	2.0	8.4

### **School Progress Report Data**

The “B” P.S. 191 received for student achievement on the 2012-13 School Progress Report--an improvement over the 2011-2012 “C” --is based on results on the state tests in English and Math and core course pass rates (percentage of students in Grades 6-8 who passed a core subject course. State test metrics evaluate the percent of students who reach or exceed proficiency and students’ average proficiency rating. They are not adjusted for percentages of low income, minority, ELL, or SWDs students.

It is this data that gives us confidence that we will achieve the measurable objectives the school has set for math and ELA for 2014.

### **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. **CURRICULUM:** Implement NYCDOE-recommended Math curriculum programs, Go Math and CMP3, because they are designed to provide differentiated rigorous instruction shifts in the common core for all learners.  
The Go Math program emphasizes the critical areas and depth of understanding through interactive lessons, research-based instructional approaches, best practices from around the world, and differentiated instructional resources.  
CMP3 is an inquiry-based middle school math program built to the Common Core Standards. The program also includes technology tools that actively engage students in understanding and making meaning of mathematical content. Designed to develop rigorous higher-order thinking skills and problem-solving strategies, CMP3 help students define and solve problems with reason, insight, inventiveness and technical proficiency.
2. **PD:** Ongoing PD has been provided onsite with teacher teams, facilitated by the Staff Developer, focusing on program philosophy, design, implementation, pacing, best practices, differentiation, assessment/data and alignment to the Danielson Framework. This has been supplemented with training by the Go Math and CMP3 facilitated PD offered by the NYCDOE.
3. **DANIELSON:** All initial one-on-one conferences with all teachers were completed by Sept. 13. Every teacher selected Observation Option 2 (6 informals which was selected by the overwhelming majority of the staff) were to have 2 of these completed with written feedback by the end of November. Another 2 will be completed by end of January, and the final 2 by end of March. Artifacts will be collected by April 11. All Danielson Observation/Feedback documentation is entered online, and available for Superintendent’s visits (one of which occurred November 16. Additionally, it is expected that teachers would be increasing the number of components moving from Developing to Effective

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

1. **CURRICULUM:** All 3-8 math teachers, administrators, staff developer
2. **PD:** All 3-8 math teachers, administration, staff developer
3. **DANIELSON:** administrators, NYCDOE Talent Coach, Fordham PSO.

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

- CURRICULUM:** Schoolwide data capture in collaboration with classroom teachers and the data specialist team will track student progress starting with student work in the first unit of study through the last unit of study implemented. This includes approximately chapter review tests (multiple choice, fill-in, and constructed response) and chapter review performance tasks (generally multi-step word problems connected to specific math domains requiring students to show their work) for Go Math. CMP3 has end-of-unit, multiple choice, short response, extended response tests, as well as about 3 unit projects per grade.
- PD:** Successful Go Math and CMP3 implementation that meets the needs of all learners as evidenced via student data capture and analysis, administration observation/Danielson Framework feedback.
- DANIELSON:** All initial one-on-one conferences with all teachers were completed by Sept. 13. Every teacher selected Observation Option 2 (6 informals which was selected by the overwhelming majority of the staff) were to have 2 of these completed with written feedback by the end of November. Another 2 will be completed by end of January, and the final 2 by end of March. Artifacts will be collected by April 11. All Danielson Observation/Feedback documentation is entered online, and available for Superintendent's visits (one of which occurred November 16. Additionally, it is expected that teachers would be increasing the number of components moving from Developing to Effective

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

- CURRICULUM:** September 2013-June 2014
- PD:** July 2013-June 2014
- DANIELSON:** PD and teacher team meetings have been provided for staff, facilitated by the Administration or an NYCDOE Talent Coach using a variety of mechanisms: PD on September 3 & 4, during Inquiry Team meeting time occurring on Thursday Morning extended day sessions, via an Election Day workshop, and during the monthly Principal's Conferences.

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

- CURRICULUM:** Go Math occurs 60 minutes a day for grades K-5. CMP3 takes place 50 minutes a day for grade 6-8. All resources – teacher guides, student workbooks, manipulatives and other supplemental curriculum materials have been provided through the NYCDOE Core Curriculum program.
- PD:** Most PD has been delivered during weekly teacher team meetings occurring during common preps. This work however, was kicked off with a PD session in August, held at the school, that was very well attended. Additionally, select staff has been attending the Go Math and CMP3 PD sessions offered by the NYCDOE since Summer of 2013.
- DANIELSON:** PD and teacher team meetings have been provided for staff, facilitated by the Administration or an NYCDOE Talent Coach using a variety of mechanisms: PD on September 3 & 4, during Inquiry Team meeting time occurring on Thursday Morning extended day sessions, via an Election Day workshop, and during the monthly Principal's Conferences.

**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).
- Learning Walks: Twice a year SLT parent members and other interested parents tour classrooms in order to *observe Expeditionary Learning , Go Math, and CMP3* in action in the classrooms
  - Fall and Spring parent Workshops on *Expeditionary Learning* are provided for parents in cooperation with the Parent-Teacher Association
  - Classroom teachers hold meetings with parents/guardians of every student who scored a Level 1 on the 2013 state ELA test. As part of this meeting, teachers make suggestions to parents about how to support their children in the Expeditionary Learning Curriculum

**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 #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.

**To promote a positive school culture that actively engages students, parents, and teachers and enhances mutual respect among all members of the school community. To that end, to provide many opportunities for staff, students, and families to contribute to the intellectual, social, and cultural life of the school community.**

**Measurable Objectives for the goal include improvement in attendance, engagement, communication, and overall investment in our school community as measured by generalized School Survey results :**

- **Student attendance improves from 92.1 to 92.8**
- **Student engagement increases from 5.7 to 7.0**
- **Student experience of mutual respect across the community increases from 5.3 to 6.7**

**Student and teacher experience of the quality of mutual understanding and communications improves to match parent satisfaction of 8.0.**

### **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.

#### **NY School Survey Results 2012-13**

- On the whole it is fair to say that we either met or improved in areas where we had set measurable objectives for 2012-13.
- High Rate of survey responses: Parents: 91%; Teachers 98%; Students 98%
- School Environment Results on the School Progress Report: In 2013, the school received a grade of 5.1 of 15 possible points which equaled a C compared to a 4.7 of 15 in 2012 which resulted in a D.
- Attendance: Although we did not reach our attendance goal for 2013, indeed the attendance rate declined between 2012 and 2013 (from 92.5% to 92.1%), our attendance was better than 72.6% of peer schools. Annual attendance rates vary greatly from year to year depending on the length and severity of the flu season as well as the number of days of inclement weather, and last year, the school bus strike.

**Parent Results:** Parents were 95+% satisfied or very satisfied with most aspects of the school culture. 98% had attended at least one Parent Teacher Conference. A decreased percentage of parents were concerned about bullying from 39% in 2012 to 19% in 2013.

**Teacher Result:** Generally, teachers saw improvement in levels of negative behavior (bullying, and fighting) by students and a mild decline in problems around order and discipline (from 69% to 64%). There was also a decline in the percent of teachers who felt that students did not respect teachers or fellow students (from 57% in 2012 to 31% in 2013). This decline came despite the fact that several regular teachers were out on maternity leave, one left after a few months and two were new to the school. About 40% of middle school teachers were concerned that their students do not have the social/emotional skills to cope with high school.

**Student Results (Grades 6-8):** Students in Middle School experienced the loss of known and trusted teachers more directly and negatively than teachers as a whole did. In the summary of student results, students experienced a decline in positive feelings about safety and respect from 6.4 in 2012 to 5.3 in 2013. This is reflected in the details below: students were more likely to feel unsafe (an increase of 14%), experience an increase in bullying (17%), and a decrease in treating one another (and teachers) with respect (20%).

The change in overall middle school climate is also reflected in students' sense of engagement in learning which declined from 6.9 in 2012 to 5.7 in 2013. This is shown in a somewhat shocking way in the statistic relating our school to peer schools where the degree of engagement was only 5.6% of the peer range. Accompanying the effects of the climate on students' feelings of safety, mutual respect, and engagement, students also experienced a decline in what they perceived as academic expectations: from 8.1 in 2012 to 7.2 in 2013.

#### **Quality Review Data 2013**

The only item on the Quality Review on which we did not receive a Proficient but a Developing was Item 1.4: Establish a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults.

### **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.

<p><b>A. Strategies/activities that encompass the needs of identified subgroups</b></p> <ol style="list-style-type: none"> <li>1. Strategies <b>increasing engagement</b> in the intellectual and academic life of the school and <b>enhancing mutual respect</b> among all members of the school community are developed in the following four areas: New Curricula in ELA and math which focus on direct student engagement with reading and problem solving (students, parents, teachers)</li> <li>2. Magnet Activities that enrich academic curricula and build on student interests (students, parents, teachers)</li> <li>3. Engagement with Technology (students, parents, teachers)</li> <li>4. Project Positive Team (PPT) is charged with building mutual respect among all programs and all grades (students, parents, teachers)</li> <li>5. Social Emotional Development Team has the responsibility for providing all staff with five workshops: fuller understanding of emotional impacts of developmental ages, families in crisis, emotional disorders of childhood and adolescence, social-emotional disorder, and the issue of executive function in controlling student responses; It is expected that the understandings provided will give teachers support in dealing with issues of emotional/social behaviors</li> </ol>
<p><b>B. Key personnel and other resources used to implement each strategy/activity</b></p> <ol style="list-style-type: none"> <li>1. <b>Engagement and Mutual Respect:</b> New Curriculum: Principal, Assistant Principal, Teacher Teams</li> <li>2. Magnet Activities and the Arts: Principal, Magnet Museum Specialist, Magnet Partners and Teaching Artists (Studio-in-a-School (SIAS), Lincoln Center Institute(LCI), NY Historical Society (NYHS), New Victory Theatre (NV)), Teachers</li> <li>3. Engagement with Technology: Principal, Magnet Technology Specialist, Teachers</li> <li>4. Project Positive Team (PPT): Both A.P.s, Guidance Counselors, Counseling in the Schools (CIS) Counselor, Parent Coordinator, Community Associate/After-School Program Coordinator</li> <li>5. Social Emotional Development Team: School Psychologist, Social Worker and Lower and Upper School Guidance Counselors</li> </ol>
<p><b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b></p> <ol style="list-style-type: none"> <li>1. <b>Engagement and Mutual Respect:</b> New Curricula: School Surveys developed by the SLT for teachers and students to evaluate degree of engagement, mutual respect and overall satisfaction around the new curricula (January, May); Results of Danielson Framework overview of student engagement provided by A.P.s (February, May)</li> <li>2. Magnet Activities and the Arts: “Dream,Think,Do” semi-annual presentation of student project work (morning and evening-- Dec. 10 and June (tba)): projects are expected to meet the 3 “Cs” (Communication, Collaboration &amp; Critical Thinking) that are the benchmarks of the magnet initiative; student docents guide classes, families, and guests through the “galleries” of student projects; projects are also expected to embed learnings from one or more of our arts partners. Weekly agendas and logs provided to Principal for evaluation.</li> <li>3. Engagement with Technology: Direct feedback from on-going student projects and use of educational software, positive responses to work of Student Technology Team; on-going assessment of parent use of school website and grading software, parental permission for students to acquire laptops (from a “Facebook” gift arranged Senator Jerrold Nadler; Direct assessment of teacher calls for assistance with technology projects; Weekly agendas and logs provided to Principal for evaluation</li> <li>4. Project Positive Team (PPT): Direct and survey feedback from students, teachers, parents about School Spirit Days and assemblies (on-going) and included in Teacher and Student School Survey (as above January, May)</li> <li>5. Social Emotional Development Team: Items on the Teacher School Survey will measure teacher satisfaction with the workshops provided by the team (January and May)</li> </ol>
<p><b>D. Timeline for implementation and completion including start and end dates</b></p> <ol style="list-style-type: none"> <li>1. <b>Engagement and Mutual Respect:</b> New Curricula: School Surveys for teachers and students to evaluate attitudes toward degree of engagement, mutual respect and overall satisfaction (January and May)</li> <li>2. Magnet Activities and the Arts: September-June</li> <li>3. Engagement with Technology: September-June</li> <li>4. Project Positive Team (PPT): September-June</li> <li>5. Social Emotional Development Team: November-March</li> </ol>
<p><b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b></p> <ol style="list-style-type: none"> <li>1. <b>Engagement and Mutual Respect:</b> New Curricula: <b>Students:</b> increase intellectual and academic engagement through the new curricula in ELA and math. Informal observations made to date indicate that increased engagement in lessons is happening in classrooms; student survey will confirm or disconfirm these observation; <b>Parents:</b> SLT and other parents go on “Learning Walks” to observe the implementation of the ELA curriculum in classrooms; Parent Workshops explore the strategy of “close reading” to engage parents in the central aspect new ELA curriculum; <b>Teachers:</b> Despite the strains of learning new curricula, teachers report engaging more deeply with their students; this observation will be confirmed or disconfirmed on school survey of teacher satisfaction</li> </ol>

2. Magnet and Arts Activities: "Dream, Think, Do" discussed above is both a form of program evaluation and a central activity engaging classes in seeing one another's project work and families in seeing their child's project as well as the projects of all classes  
 Magnet Café (for parents): 1<sup>st</sup> Friday of month--hands-on share of museum activities, open discussions of magnet programming, up-dates on school events, opportunities for parents to share experiences, and to volunteer to help with magnet projects  
 Magnet Arts partners: SIAS artists work with every class giving students an opportunity to explore their own creative and aesthetic urges in all of the visual arts; LCI involves 12 classes in theater and museum art as students engage in their own productions of the relevant artistic elements; NYHS teaches ways museum artifacts can be used as a direct ground of historical experience and provides the museum experience related to students' areas of study; NV offers theater experiences insight into their production guided by teaching artists.  
 The School as Museum: the halls of the school are lined with student art--done both with arts partners directly and as results of "Dream, Think, Do" projects. June Finale--A production of *The Wiz* --a collaborative work of all members of the school community: dance, theater, music, and magnet teachers, students drawn from all classes, the Roads to Success and Kids Creative after-school programs, funded and supported by the PTA and Title 1 Parents Committee-- which will take place in our newly refurbished auditorium thanks to the efforts of ex-City Council member, now Borough President, Gale Brewer
3. Engagement with Technology: All activities supported by Magnet Technology Specialist; **Students:** Project work for Dream, Think, Do and other classroom projects, use of internet and web-based social studies and science resources for searches and background information to extend understanding in all subject areas, regular use of skill-based software programs, Student Technology Team provides assistance to teachers, other students and assembly programs; **Parents:** Use of school website to access relevant information; Use of Engrade system to follow middle school student progress; Technology workshops for parents; **Teachers:** daily use of Smartboards and Elmos to display information and engage students in shared work; to access and input student information provided by DOE and Teacher and Inquiry Teams; teacher use of personal web-pages on the school website to communicate with parents and the entire school community.
4. Project Positive Team (PPT): Daily "Live at Nine" announcements about events and special achievements Monthly "School Spirit Days" around themes (Career Day, Crazy Hat Day); monthly assemblies which include student performances and recognition and awards for academic, attendance, and behavioral achievement for all grades; School Store is open weekly, run by students under guidance of C.A. and contains school supplies and other prizes which cost tokens awarded by teachers for positive behavior and performance; Town Halls (monthly for Grades 4-8) which take on a variety of issues (bullying awareness, peer mediation, community building) using a variety of formats (role plays, turn and talk, "looks like, sounds like" posters and displays. Some activities are accompanied by lessons for teachers use in Grade 2-8 classrooms; Student Council--run as a club this year provides 7<sup>th</sup> and 8<sup>th</sup> grade students opportunities to speak at the SLT and to administrators about student concerns, provides leadership opportunities in variety of community service projects; responsible for a variety of after-school sports opportunities for middle school students.
5. Social Emotional Development Team: See description above in "Strategies"

**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).

All strategies for parent involvement are listed above.

**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	X	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 #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.

**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.

**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**  
1.
- 2. Key personnel and other resources used to implement each strategy/activity**  
3.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
1.
- 5. Timeline for implementation and completion including start and end dates**  
1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
1.

**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).

**Budget and Resource Alignment**

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

	Tax Levy	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 #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.

**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.

**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**  
1.
- 2. Key personnel and other resources used to implement each strategy/activity**  
3.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
1.
- 5. Timeline for implementation and completion including start and end dates**  
1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
1.

**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).

***Budget and Resource Alignment***

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

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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. <i>repeated readings, interactive writings, etc.</i> )	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i> )	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i> )
<p><b>ELA</b></p>	<p>1. RTI: K-5 Interventions</p> <ul style="list-style-type: none"> <li>a. Decoding – <u>Explode the Code</u></li> <li>b. Word/ Work – <u>Voyager</u></li> <li>c. Phonics – <u>Wilson/ Foundations</u></li> <li>d. Reading comprehension techniques               <ul style="list-style-type: none"> <li>i. Critical thinking skills</li> <li>ii. Close reading</li> <li>iii. Rereading</li> <li>iv. Response to texts</li> </ul> </li> <li>e. Comprehension Series - Steck-Vaughn</li> </ul> <p>2. AIS: K-5</p> <ul style="list-style-type: none"> <li>a. Word/ Work – <u>Voyager</u></li> <li>b. Vocabulary development</li> <li>c. Reading comprehension techniques               <ul style="list-style-type: none"> <li>i. Critical thinking skills</li> <li>ii. Close reading</li> <li>iii. Rereading</li> <li>iv. Response to texts</li> </ul> </li> </ul> <p>3. AIS 6-8: Academies On-going development of close</p>	<p>Varied, but primarily small group</p>	<p>RTI and AIS K-5 are provided during the school day</p> <p>AIS 6-8 are provided primarily during school holidays, and on Saturdays</p>

	reading skills and intensive writing around text		
<b>Mathematics</b>	Differentiated instruction	Small group instruction	RTI and AIS are provided during the school day
<b>Science</b>	Differentiated instruction	Small group instruction	RTI and AIS are provided during the school day
<b>Social Studies</b>	Differentiated instruction	Small group instruction	RTI and AIS are provided during the school day
<b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b>	Grades 6-8: Weekly meetings discuss social emotional issues of students under the guidance of support specialists (Guidance Counselor, Psychologist and Social Worker) , and plan interventions; then support specialists meet with parents to determine the specifics of the relevant interventions	As per plan worked out with parents: it may include referrals (e.g., Jewish Board of Guardians or Counseling in the Schools both of which are working in the school) small group or individual counseling or other form of intervention as per agreements.	As determined by intervention plan established with parents

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
P.S. 191 is fortunately located in the Lincoln Center area of Manhattan—a neighborhood experienced as very safe and as well as near many forms of public transportation. For this and other reasons of teacher investment in the high quality of professional development they receive, we have been able to recruit highly-qualified teachers at high rates not experienced by many other schools.
We have also been able to retain these teachers for years and for many reasons. Not the least of these reasons is that we have provided an array of very rich professional development activities, refined each year both to meet the needs of teachers and students and to meet new curriculum demands. Some P.D. and mentoring is aimed at new teachers who need to learn our curriculum units and the instructional strategies and classroom practices we use to present them. Other P.D. is aimed at enhancing the richness of the curriculum through the arts. For example, we have partnered with Lincoln Center Institute for 20 years and have incorporated their methodology not only in the arts but across the curriculum. This process has been supported and supplemented by our federal Museum Magnet grant. The approach of “observing” as a beginning of unit and student inquiries, not only in art but with visual and printed texts across the core curriculum, is now embedded in our school.

**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).
Over the past 11 years teachers--within the framework of DOE and Core Curriculum guidelines--have created and refined the curriculum units they teach so that they own them. That provided professional satisfaction for the most able teachers and made commitment to the school long term. This year’s introduction of new math and ELA curricula appears to be no exception to this rule

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
It has been a hallmark of our school to use available funds to provide all of our students the kinds of programs that both meet their needs and provide an education for all to the highest possible standards. With our federal magnet grant to “decrease minority isolation,” now in its 4 <sup>th</sup> year, we have built a “Museum Magnet School” offering a program rich in the arts, built on a commitment to extending students’ education beyond the walls of the school into the rich museum resources of New York City—all without sacrificing one iota of our instructional commitment to the highest possible academic standards.

**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.).
Students in pre-k visit the kindergarten with their parents in the spring and spend time in the kindergarten exploring the next steps in their education.

**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.
Teachers are involved in school decision making in a variety of ways: all professional development takes place in teacher

teams allowing teachers to shape that work in accordance with overall school goals; Teacher Inquiry Teams which explore the outcomes of their students' work then feeds back into the goal-setting process. Changes in decisions about the choice of curricula and other resources—for example our new ELA and math curricula—were made by teachers after presentations by vendors and school administrations.

**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.

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**APPROVED BY TITLE 1 PARENT INVOLVEMENT COMMITTEE AND SCHOOL LEADERSHIP TEAM JANUARY 2013 FOR 2012-2013  
CEP AND 2013-2014 CEP**

**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 1<sup>st</sup> 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**

**APPROVED BY TITLE 1 PARENT INVOLVEMENT COMMITTEE AND SCHOOL LEADERSHIP TEAM JANUARY 2013 FOR 2012-2013  
CEP AND 2013-2014 CEP**

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

**Home School Compact**

**PS 191 -- The Museum Magnet School**

**Revised January 2013**

***School Responsibilities: We will***

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

***Student Responsibilities: I will***

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

***Parental Responsibilities: I will***

- create a partnership with the school staff to monitor my child's progress in all areas: academic, social-emotional, physical, and aesthetic (creative).

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

Principal Signature \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Student Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

-

**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 <b>03</b>	Borough <b>Manhattan</b>	School Number <b>191</b>
School Name <b>Museum Magnet School</b>		

### 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 <b>Ms. Verdesoto</b>	Assistant Principal <b>Sandra Perez</b>
Coach <b>type here</b>	Coach
ESL Teacher <b>Lindsay Rubsam</b>	Guidance Counselor <b>Kolott Coalbrooke</b>
Teacher/Subject Area <b>Marcia Kaufman/SETTS /ICT/math</b>	Parent <b>Robert Garcia</b>
Teacher/Subject Area <b>Deirde O'Neill/ICT in ELA/SS</b>	Parent Coordinator <b>Damaris Carrion</b>
Related Service Provider <b>Ramon Feliz</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>465</b>	Total number of ELLs	<b>36</b>	ELLs as share of total student population (%)	<b>7.74%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	1	1	1	1	1	1	2	2	1					11
SELECT ONE														0
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	9
SIFE	2	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	4

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
Dual Language										0
ESL	25	1	4	7	1	4	4	0	1	36
Total	25	1	4	7	1	4	4	0	1	36

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
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
<b>TOTAL</b>	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		4	9				4	5	2					24
Chinese				2	1									3
Russian	1													1
Bengali								1						1
Urdu														0
Arabic														0
Haitian								1	1					2
French														0
Korean		1		1										2
Punjabi														0
Polish														0
Albanian				1										1
Other						1		1						2
<b>TOTAL</b>	1	5	9	4	1	1	4	8	3	0	0	0	0	36

## 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)	0						0	1	0					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	2		0	1	3	1					9
Advanced (A)		3	3	6	1		3	4	2					22
Total	0	4	4	8	1	0	4	8	3	0	0	0	0	32

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1			1
4					0
5	3	1			4
6	4				4
7	1	2			3
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							1		1
4									0
5									0
6			1		1				2
7	3								3
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.

Assessment tools such as ECLAS-2, Fountas and Pinnel, Rigby Benchmark running records, izone and on-going teacher/school generated assessments. Data is analyzed and the information gleaned is used to help us make better instructional choices. For example, three

times a year the school (under standardized test conditions) provides students with an assessment. The assessment asks students to respond to a grade level informational text. Using the school created rubric (similar to the NYS common core rubric) the students are scored on three categories: content/voice, organization/structure, and mechanics (grammar/punctuation). The results of these assessments allows teachers to see students' strengths and weaknesses. If the student scored low in organization/structure, the teacher can do a mini-lesson that reinforces the components of an essay needed to make it organized and comprehensible to the reader.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
After a review of the four modalities, it is clear that our students have strong oral communication skills. A majority of students scored as advanced in speaking and listening. In contrast, a majority of our students demonstrated an Intermediate level of proficiency in reading and writing. We also found that students in the upper grades demonstrated the highest level of proficiency across all four modalities.
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 [AMAO tool](#))

After a review of the four modalities, it is clear that our students have strong oral communication skills. A majority of students scored as advanced in speaking and listening. In contrast, a majority of our students demonstrated an Intermediate level of proficiency in reading and writing. We also found that students in the upper grades demonstrated the highest level of proficiency across all four modalities.

To maintain the level of proficiency in speaking and listening, students will continue to engage in collaborative activities, in a variety of groupings to discuss, share, reflect, express opinions, and share information and ideas. Students will also be encouraged to convey information through the spoken language using conventions and features of American English appropriate to audience. Students will take turns speaking and listening attentively to each other. They will also participate in formal and informal talk.

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

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?

After a review of the four modalities, it is clear that our students have strong oral communication skills. A majority of students scored as advanced in speaking and listening. In contrast, a majority of our students demonstrated an Intermediate level of proficiency in reading and writing. We also found that students in the upper grades demonstrated the highest level of proficiency across all four modalities. Beginner level students fare better in their native language in informal assessments than in the target language of English. As their English skills improve, the difference between their native language and English informal assessments decreases. These results demonstrate the students' growth in English proficiency.

To maintain the level of proficiency in speaking and listening, students will continue to engage in collaborative activities, in a variety of groupings to discuss, share, reflect, express opinions, and share information and ideas. Students will also be encouraged to convey information through the spoken language using conventions and features of American English appropriate to audience. Students will take turns speaking and listening attentively to each other. They will also participate in formal and informal talk.

To support the students in the area of reading students will be encouraged to use reading strategies such as reviewing, skimming, and predicting to improve comprehension. A variety of literature will be provided in English and in their Native Language. Graphic

organizers, charts, examples of different forms of writing, and incorporating writing across the curriculum will help build up students' writing skills. Writing instruction everyday, including teaching the writing process, is essential for the development of writing. To support all four modalities, we need to set high expectations, provide for a variety of learning styles and encourage students to take risks. We incorporate listening, speaking, reading and writing into our daily instruction. By supporting our ELL population to the fullest, we will be opening the door to success. In addition, assessments such as running records, ACUITY, standardized state tests, and teacher generated assessments provide the teachers with valuable feedback.

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](#).)

RTI focuses on three tiers of Instructional Support. Tier 1 - 80% of students - aimed at increasing English Language Development for ELLs, Tier 2 - 5-10% of students, extra attention and experienced targeted to specific students, in addition to core instruction, Tier 3 - 1-5% of students - intensive and individualized instruction (small-group). This framework encourages teachers to view English Language Learners status as an asset to draw upon. Teachers build upon the linguistic capabilities ESL students bring to the classroom and help them to understand where challenges may lie. The RTI model is broken down into 4 steps: Universal screening, strong core instruction, intensive tailored instruction, and progress monitoring. If an ESL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student will receive targeted instructional support to bolster development in this area. This support will be delivered in conjunction with ESL services. Using the RTI model, the instructional core (classroom teachers incorporating the needs of ESL students into their lessons) is tailored to meet the needs of all learners in the classroom. ELLs receive instructional interventions that utilize strategies that are research-based with ELLs. In addition, monitoring the progress of ELLs is especially important as the AIS provider will then provide additional support in building language skills to students who are not meeting the expected rate of progress.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
If a student struggles with literacy in their L1, we teach literacy in their L1 and L2. By building up their literacy in their L1, they can then transfer their knowledge of literacy to their L2. Classroom teachers also apply ESL techniques in their teacher. ELLs benefit greatly from Visuals. As a result of this, classroom teachers incorporate a greater number of visuals in the class than they would if there were no ELLs present. Providing visuals is especially important when introducing new vocabulary or introducing familiar vocabulary in a new way in the text.
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?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Our school exceeded both AMAO1 and AMAO 2 goals. Our school received 78.9% for AMAO 1 and 15.7 % for AMAO2.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).) Identification procedures, parent orientation, parent selection survey, and child placement and annual evaluation (NYSESLAT). The following procedures take place within the first ten days after registration:  
When the parents come to a register a child, a pedagogue will assist the parent in filling out the Home Language Identification Survey (HLIS). The HLIS is provided to the parent in the language they feel most comfortable with. If the parent prefers to speak in a language other than English, a pedagogue who speaks that language is called in to interview that parent. If there is no one

present who can speak the language of that parent, then the translation and interpretation unit is called and a translator is provided. The Lab-R is then administered by one of the ESL teachers if it is deemed appropriate by the adults involved with the meeting of the parent.

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.  
Miss Rubsam, Ms. Cabinte, Ms. Vazquez, and Mrs. Segur are certified in ESL. Miss Rubsam speaks Spanish and administers the Spanish Lab-R if the child does not meet the cut score on the English Lab-R. After it is determined that the student qualifies for services, the parent is given a written invitation in the home language of the parent (parent entitlement letter) for a parent orientation. At the parent orientation, parents view the orientation video in their preferred language and have the opportunity to ask questions. Translators are present to facilitate communication. The parents are informed about the program available at our school and of the different bilingual/ESL programs that are available in the NYC public schools. The parents are informed of their right to place their child in any of these programs. The parent then fills out the parent survey/selection form with the help of the ESL teacher or translator. If the parent wishes to place their child in a program not available at our school, the ESL teachers research and provide the parent with the contact information of the schools in the area that provide that particular program. Every attempt is made to contact the parent and invite them to the school to attend parent orientation. If the parent does not fill out a parent survey/selection form, then the child is placed in the default Transitional Bilingual Education program.
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](#)].)  
If it is deemed that the students are eligible for ESL services as per the LAB-R, the parents are invited to a Parent Orientation where they provided with the video demonstrating the different types of programs available. The parents are then given parent selection forms in their native language and given the chance to make their decision. At the parent orientation, the parents are given the entitlement letter which shows that their child is eligible for ESL services. At the end of the parent orientation, the program selection forms are collected and kept in the ESL compliance binder. If the parent is unreachable or not able to attend the parent orientation after multiple dates are provided to the parent, the students is placed in a transitional bilingual education program. If this program is not available at the school, the school will keep tabs on the number of students who wish to be in a transitional bilingual education program. The ELPC is updated within ten days after the parent's preferred choice is provided.
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.  
All communication/consultation activities with parents are done in the parent's preferred language. If the parent chooses to have their child placed in a program not available at our school, then the ESL teacher researches and provides that parent with the contact information of schools that provide the given program. We monitor the number of parents who choose dual language in our school. If 15 students in two consecutive grades want dual language, we will form a dual language class in the student's L1. Documents such as parent choice for type of ESL program, entitlement letters, continued entitlement letters, and no longer entitled letters are kept in the ESL compliance 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.  
If it is deemed that the student is eligible for ESL services as per the LAB-R, the students are given the NYSESLAT at the time the NYSESLAT is administered (May). The speaking component is administered 1 to 1. There are two ESL teachers currently providing service at our school. The students are administered the speaking portion of the NYSESLAT by the ESL teacher is not their current ESL provider. Reading, Writing, and Listening may be administered to a group of students. The extended writing component and speaking component are scored by a teacher other than the student's current ESL provider. This ESL teacher scores half of each modality and another teacher scores the other half (this other teacher is not the students' current ESL provider). A classroom teacher(s) is chosen to help score the ESL modality assessments.
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.   
The trend in program choice has been freestanding ESL. The parents are always informed that their preferred choice will be honored to the best of our abilities (transitional bilingual program needs 15 students in consecutive grades to run a transitional bilingual program). We have not received a parent preferred choice of dual language or transitional bilingual education as of date. If the parent were to choose one of these programs, both the ESL teachers and parent coordinator would contact nearby schools to see if they have space in the program of which the parent prefers.

## Part V: ELL Programming

### 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])?

We use both the push-in and pull-out model. We pull-out students by grade and their proficiency level. If there a significant number of ELLs in a grade, the students will be split into different groups based on their proficiency level.

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)?

Based on the students' proficiency, the students are allotted the number of corresponding minutes of mandated ESL service. For example, students with a proficiency level of Beginner or Intermediate are provided with 360 minutes of ESL services per week during school hours. Students with advanced proficiency are provided with 180 minutes of ESL service per week. NLA is provided to newcomers who need additional support in their L1 in order to learn the L2. The ESL teachers align their curriculum with the ELA curriculum as much as possible. The ESL students confer with the classroom ELA teachers as often as possible in order to ensure that the students are being properly supported with the ELA curriculum.

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.

The ESL teachers align their curriculum with the ELA curriculum as much as possible. The ELA curriculum is broken down in a way that makes it comprehensible to the ELLs. As students build their L2 skills, less scaffolding is needed. Students are pulled out of their enrichment classes where they are provided with sheltered English instruction. The ESL students are provided with additional support in reaching the targeted goal of each ELA lesson. ESL strategies such: providing visuals, focusing on word pronunciation, stress, connotation, multiple examples of difficult vocabulary -with students also providing their own examples of the learned vocabulary word in focus, etc. TPR is used as much as possible to explain new vocabulary. Students are always encouraged to use their body language/facial expressions to explain the meaning of a learned word

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Informal assessments are used to assess student proficiency in their L1.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Both informal and formal assessments are given periodically to asses their English skills in all four modalities. Receptive skills such as reading and writing are formally assessed through the school created assessments provided three times of year, through MOSL, and teacher created assessments. Expressive skills such as speaking and listening are assessed informally. A student will be asked to orally retell what happened in a text (this also measures reading comprehension) or asked to paraphrase a sentence that the tacher or a student said. The teacher will read aloud a passage and ask students to take notes on what was said. As the student's proficiency in listening is increased, more challenging texts will be read aloud by the teacher.

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).

SIFE students need additional supported which is provided with support in their L1. L1 instruction will be provided for newcomers who need additional support in order to succeed. Former ELLs (students who reaching proficiency 1-2 years ago) are eligible for ESL service if deemed necessary. These students are also required to receive ELL modification in standardized testing (time and a half). Students who have been receiving ESL service from 4-6 years, often need help attending CALP and so the focus is on building academic vocabulary within reading and the ability to use the given vocabulary in their writing. Long term ELLs will be provided with additional with AIS or RTI in addition to ESL.

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?

The ESL program is aligned to the ELA curriculum. The ESL teachers use scaffolding to make the material comprehensible to

ALL ELLs.

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?

The ESL teachers confer regularly with the Special Education, SETTS, and speech teachers in order to support the ELLs both in achieving their IEP goals and attaining English proficiency. Students are provided with grade level and age appropriate text as per the ELA common core curriculum. ESL teachers, Special education teachers, SETTs providers, and speech teachers use scaffolding to make the given material comprehensible to ELL-SWD. ELL-SWDs are provided with additional time to complete the given tasks as per the ELA curriculum. Difficult vocabulary is broken down by using visuals, multiple examples, body language/facial expressions if applicable, etc. Students are allowed to use the internet to find images that in their mind correspond with the meaning of a vocabulary word (the image is to help them deepen their understanding of a given vocabulary word). IEP meetings who receive ESL services are attended by the student's current ESL provider. At this meeting, the ESL teacher provides both parent/guardian and other teachers present at the meeting with the number of minutes the student receives ESL services per week. Service providers ensure that ELL-SWDs are receiving the scaffolded instruction they need in order to remain in the least restrictive environments.

### Courses Taught in Languages Other than English ⓘ

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

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

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

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



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.
- RTI is provided for students in K-5 and AIS is provided for students in grades 6-8. SIFE students and long term ELLs are serviced with RTI and AIS support. L1 instruction is used for ELLs who struggle in attaining the L2 due to difficulties in attaining proficiency in their L1. Students who are deemed to need additional support in math as per data driven assessments provided by both the classroom teacher and by the school, are provided with SETTS. The number of periods of SETTS service is dependent on the students current proficiency in math. Students who are deemed to need additional support in social studies and science as per data driven assessments provided by both the classroom teacher and by the school are provided with needed additional support through AIS. These students may receive extra support by either of the ESL teachers (both teachers provide AIS services in addition to ESL services), or a SETTS provider, or a special education teacher in either a 12:1 or ICT classroom.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our programs have enabled our ELLs to be successful learners. Our school met AMAO1, AMAO2, and AMAO3. The ESL teacher has attended the "Understanding AMAO" workshop provided by Fordham PSO/CFN 551. At this workshop, I was provided the tools needed to understand and calculate the the AMAO for ELL population. Our ESL program exceeded the desired AMAO 1, AMAO2, and AMAO 3 goals.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we have implemented MOSL - measures of student learning which assesses student in both social studies and science content areas. The results of these MOSL assessments provide ESL teachers with additional information regarding students' reading comprehension and writing abilities.
12. What programs/services for ELLs will be discontinued and why?
- At this point, no program or ELL service will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs participate in after school programs that are aligned with ELA curriculum and aim to build academic vocabulary across all content areas. ELLs also participate in the extended morning program. ELLs actively participate in the school provided extracurricular activities such as Roads to Success (a program that provides students with physical education and homework help as well as team building), basketball team, archery team, etc.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Texts provided in the student's ELA class may be translated into their native language. The student will then be provided with text in both their native language and in the target language. The student is encouraged to write the definition of the academic vocabulary to be learned in the text in their native language if the student finds it helpful. The translated material is often helpful for beginning and intermediate proficiency ELLs. I will often translate text used in their Social Studies class if the teacher or student believes it will be helpful in learning the material. When reading through the ELA text in a pull-out group I will have a microsoft word document ready with images that represent the academic vocabulary to be learned in the text. The images will be provided as the given vocabulary is read aloud. Students are then encouraged to find an image on the internet that helps them to remember or deepen their understanding of the vocabulary word.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our school provides a Freestanding ESL program. Native language support is provided both in written and oral format to students who are at beginning or intermediate proficiency. Text may be translated into the student's L1 and technology that speaks as it translates material into the students L1 will be used if deemed helpful to the student.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The ESL program is aligned with their grade level ELA curriculum where possible. As a result, all text received by the student is grade and age level appropriate. The ESL teacher will apply ESL techniques to break down the material so it is comprehensible for the ELLs.
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.
- The school provides workshops on a variety of topics: standardized testing, reading research and balanced literacy, and curriculum night (where parents meet with classroom teachers and get information on all aspects of the curriculum. Parent and students are

also invited to celebrations of academic work (i.e. writing celebrations, academic fairs, family math night) held at various times of the day to maximize parent participation. These celebrations are attended by all students and parents, not just ESL students and their parents. This gives ESL students and their parents the opportunity to meet other parents and students outside of the ESL realm. The school will celebrate the different cultures represented in our school population at different times of the year. ESL students, as well as students not in ESL programs, are encouraged to participate in the performing arts productions held at various times of the year. These productions may be themed as they currently were during Hispanic heritage month/ Parent workshops are facilitated by Administration, Parent Coordinator, Coaches, teachers, and are presented in English and Spanish for our large Spanish speaking population. Such workshops are aimed at helping not only the parent, but the student in attendance as well in understanding the ESL program. One aim of the ELA workshops is to provide a context for understanding reading progress. Parents are also provided with strategies for helping their children pick “Just Right Books”. Familiarizing parents with school policy for homework communicates the school’s high expectations for each student and how that is related to homework. Students are introduced to engrade pro which provides their current grades/progress in all of their classes and where they can see their homework for that night if they didn't get a chance to write down their homework for that night while in the classroom.

18. What language electives are offered to ELLs?

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:

### 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.

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

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

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

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

3. All staff will be invited to attend various workshops that discuss how to address the special needs of ELLs in their classroom. Attendance will be taken at all school wide ELL training.

4. ESL teachers record the number of hours of ESL training received as per ESL workshops provided by Fordham. ESL techniques are presented to the staff during PD hours. These workshops encourage classroom teachers to include ESL techniques in their lessons when teaching.

## **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?

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

## **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:

## Part VI: LAP Assurances

**School Name: Museum Magnet School**

**School DBN: 03M191**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Verdesoto	Principal		10/29/13
Sandra Perez	Assistant Principal		10/29/13
Damaris Carrion	Parent Coordinator		10/29/13
Lindsay Rubsam	ESL Teacher		10/29/13
	Parent		10/29/13
Marcia Kaufman/SETTS/ICT	Teacher/Subject Area		10/29/13
Deirdre O'Neill	Teacher/Subject Area		10/29/13
	Coach		10/29/13
	Coach		10/29/13
Kolott Coalbrooke	Guidance Counselor		10/29/13
	Network Leader		10/29/13
	Other		10/29/13

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 03M191 School Name: Museum Magnet School

Cluster: \_\_\_\_\_ Network: 551

**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**

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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.

ELL Documents are provided to ESL parents in their preferred language. The translation and interpretation unit may be asked to translate materials if the parents language is a low incidence language. Meetings between parents and teachers are provided in the parent's preferred language. If a pedagogue or the parent coordinator is unable to speak to the parent in their preferred language, the department of translation and interpretation is called to provide information in the parent's preferred language.

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.

We have relied on the translation and interpretation unit one time last year, as none of the staff are able to communicate in Mandarin. One of the ESL teachers and the parent coordinator are able to communicate in Spanish, a high incidence language at our school, in both oral and written format. In the HLIS form, parents are asked to write down the language they prefer to receive information in. This information is taken into account and the parent will receive all school documents translated into their L1.

## Part B: Strategies and Activities

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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.

Chancellor's Regulation A-663 requires language services in the nine most common languages other than English spoken by parents of New York City school children. Based on the DOE's Home Language Identification Survey these languages are Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu (hereinafter referred to as the "covered languages"). These languages, including English, account for over 95% of student households. All school documents are provided in the parent's preferred language. The Translation and Interpretation unit may be called on to provide translation services in both oral and written format. Support in additional languages is available through contracted vendors use in-house staff or other parents to translate both orally and in written form. If necessary, we contact an outside vendor such as the Translation and Interpretation Unit.

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

All school documents are provided in the parent's preferred language. The Translation and Interpretation unit may be called on to provide translation services in both oral and written format. Support in additional languages is available through contracted vendors use in-house staff or other parents to translate both orally and in written form. If necessary, we contact an outside vendor such as the Translation and Interpretation Unit.

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

Documents containing critical information that are translated include, but are not limited to, the following areas:

- Registration, application and selection
- Standards and performance
- Conduct and discipline
- Safety and health
- Special education and related services
- Entitlement to public education or placement in any special education, English language learner or non-standard academic program
- Transfer and discharge

Furthermore, parents are made aware of their rights to receive all written and oral information in their preferred language.

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

### Title III Supplemental Program for ELLs

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

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

## Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

**Part C: Professional Development**

- topics to be covered
- name of provider

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

**Part D: Parental Engagement Activities**

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

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

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		

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

Allocation Amount: \$

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