



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE MAYFLOWER SCHOOL
DBN (i.e. 01M001): 26Q191
Principal: MICHAEL RANIERI
Principal Email: MRANIER@SCHOOLS.NYC.GOV
Superintendent: ANITA SAUNDERS
Network Leader: MARY JO PISACANO

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
Michael Ranieri	*Principal or Designee	
Michael Tavernite	*UFT Chapter Leader or Designee	
Rosa Schubert	*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	
Dina Rolleri	Member/ Co-PTA President	
Baljit Thind	Member/ Parent	
Ritchie Bevins	Member/ Parent	
Stephanie Povalitis	Member/ Parent	
Donna Camillery	Member/ Teacher	
Janine Pennisi	Member/ Teacher	
Christina Torres	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 80% of students in Grades K-5 will maintain proficiency or show improvement of at least one level on their ability to construct grade appropriate viable arguments in mathematics as measured on the Exemplars rubrics for reasoning and proof.

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.

In consultation with our school Leadership Team we evaluated the following data:

- According to our 2013 NYS Math scores we dropped from 93% of our students meeting standards to only 60% of students meeting standards. In grades 3 and 5 only half of our students met standards in mathematics. We need to better prepare the students for the new types of assessments, the different types of questions, the expected solutions and focus more deeply on the concepts that are prioritized in the standards.
- The rigorous demands of the CCLS requires students to solve multistep processes and the NYS Math exams contain a higher number of these challenging questions. As a school community, we need to introduce such types of questions in Kindergarten – grade 5 to help students adapt to the increased rigor of the CCLS.
- The new standards require students to use math while choosing the appropriate concept for each application even when they are not prompted to do so. Teachers have to provide opportunities at all grade levels of students to apply strategies for “real world” situations, rather than using “key words.”
- In meetings with our staff, our Grade level Inquiry Teams and the Curriculum Team and discussing the most reliable data it showed that we have to realign our instruction to meet these new 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.

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

1. Professional Development:

- Continue providing professional development for the CCLS Mathematics implementation weekly during Wednesday/Thursday morning extended day. Discuss strategies at monthly staff / grade conferences and Inquiry Team Meetings.
- Our Math LEAD teachers and other classroom teachers attend CFN monthly meetings focusing on the Common Core Mathematics Standards. CFN Mathematics Achievement Coach will provide monthly professional development as well as enVision staff developers providing in-house PD.
- Teachers attend Pearson enVisions training and turn-key information to staff.
- Teachers will participate in a year-long study of Charlotte Danielson's *Framework for Teaching* with a focus on incorporating all 22 components into their daily practice.

2. Instructional strategies/activities

- Using our math curriculum enVisions, teachers will instruct their students to construct viable arguments, show all work and solve multi-step/real world problems using mental math and computational strategies.
- Multiple approaches to solving mathematical questions are being taught and used by students to solve multi-step problems. Students will be required to explain their thinking using appropriate strategies which will improve their ability to enhance grade appropriate arguments and solve complex mathematical problems.
- Classrooms must be structured to allow time and/or homework time for students to memorize, through repetition, core functions while being able to understand and complete viable mathematical arguments.
- Teachers will view student work samples from standardized tasks (given quarterly to students) and plan lessons around common mistakes found in their solutions.
- Math journals are being utilized and collected monthly throughout the school in order to assess individual levels of understanding and address areas of weakness. Interactive Common Core Vocabulary word walls are evident in every classroom and students are using these words in their explanations.
- NY Ready Mathematics Common Core Edition is used as a supplemental program which addresses the new mathematics standards in each lesson.
- We will continue to look closely at individual, school and subgroup (ESL/Special Needs population) data. Universal Design for Learning is being implemented with each task to differentiate instruction to our ESL, Special Needs and at-risk students.
- Extended day and after-school additional small group instruction is provided to re-teach and enrich math instruction.
- Push-in and pull out tutoring programs help struggling students receive more individualized attention.
- Pupil Personnel Team meets monthly and will support classroom teachers in developing interventions and strategies for our special needs students.

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

1. Principal, AP, LEAD teachers, school staff, CFN staff, math achievement curriculum specialists
2. Principal, AP, LEAD teachers, school staff, CFN staff, math curriculum specialists, SETSS teacher, P/T AIS teacher

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

1. Professional Development:

- Work with teachers on creating PD agendas (share best practices).
- Provide additional monthly PD during staff conferences, grade conferences and extended day meetings.
- Teachers will attend Math LEAD teacher meetings
- Observe math lessons and have professional conversations with teachers.

2. Targets to Evaluate Progress, Effectiveness and Impact of each strategy/activity

- Grade K-5 teachers score each enVision end of unit assessment and task.
- Each month class lists of these scores are sent to the Assistant Principal for review and monitoring of progress towards CEP goal.

- Grade level teacher teams analyze each assessment or task to monitor student understanding of each concept. Struggling students are identified and remediation is provided both in class and in pull out groups. Children who master the skill are given an opportunity to do more enrichment activities in class and in pull out groups.
- Subsequent problem solving lessons will address areas of weakness identified on these assessments and supplemental programs are used to differentiate instruction during extended day and after-school programs.
- Inquiry Teams, curriculum teams and grade level teams meet once a week to share findings and share best practices to measure impact on student learning .
- Principal and Assistant Principal conduct formal and informal observations to provide on-going feedback to the staff on the progress of our CCLS Math professional development plan.
- Baseline and Informal Assessments provided by Central are given 3 times a year to monitor levels of math understanding.
- 2014 NYS MATH Assessment will determine overall progress.

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

1. This work will begin October 1st 2013 and end June 1st 2014

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

After-school ESL and AIS programs (Tuesday and Wednesdays pm)
 Monthly meetings throughout the year,
 Provide common preps and common planning time
 Extended day staff meetings Wednesday and Thursday mornings
 Provide coverage for teachers to attend PD sessions

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).

- Conduct parent workshops on the Math Common Core Learning Standards during the year.
- Updated math and reading curriculum and instructional information is constantly shared with the School Leadership Team.
- Information about the new math standards, how to help your child learn math strategies are offered at parent workshops throughout the year.
- Computer programs (Brainpop, Brainpop Jr and enVisions) are offered for free both at school and at home for students to practice math skills.
- Family Math Night, Math Test Preparation workshops and math website workshops are presented all year long in the evening and before school.
- By-Monthly parent newsletter has information on how to get help for your child if they struggle in math or reading.

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

Self Sustaining Parent Funded Programs
 ARRA RTTT Data Specialist funding

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 80% of students in Grades 3-5 will maintain proficiency or show improvement of at least one level on a written response /opinion to grade appropriate informational/ explanatory texts as measured by the CCLS rubrics.

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.

In consultation with our school Leadership Team we evaluated the following data:

- According to the 2013 NYS ELA scores our school went from 82% of our students meeting state standards to only 48% meeting standards. In grade 3 only 40% of our students met standards. In looking at the data from our 2012-2013 Progress Report with both our Leadership Team and Inquiry Team we noticed that our students' reading progress was 27.8 % out of 60% and as a result of that we received a score of "C" on that section (Overall our school received a "B"). The year before we scored 43%.
- As per our Chancellor's initiative each student must continue to complete grade level writing tasks and be assessed by the appropriate CCLS rubric.
- NY State CCLS require that each student write opinion / responses to informational and explanatory texts.
- Meeting with the staff, looking at data and using informal observations we found that our students' response and opinion writing to non-fiction/informational texts needed improvement.
- Last year's core and grade level Inquiry Teams reviewed writing assessment data and found that our student writing responses were weak, needed to be more organized and did not address the questions being asked.

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. Professional Development:

- Continue providing professional development to align the CCLS writing standards to our new curriculum ReadyGen. Teachers meet weekly to discuss implementation during Thursday morning extended day. Writing units, rubrics and children's sample pieces are reviewed monthly at staff /grade conferences and Inquiry Team Meetings.
- Our LEAD teachers and other classroom teachers attend CFN monthly meetings focusing on opinion /response to literature writing.
- CFN Literacy Achievement Coach will provide in school monthly professional development on ReadyGen and Common Core alignment.
- Teachers attend ReadyGen training and turn-key information to staff. ReadyGen curriculum specialist provide in school training sessions throughout the year
- Teachers will participate in a year-long study of Charlotte Danielson's *Framework for Teaching* with a focus on incorporating all 22 components into their daily practice.

2. Instructional strategies/activities

- Implement new NYC reading/writing curriculum (ReadyGen). This program is aligned with the CCLS.
- Teachers follow writing instructional strategies through ReadyGen curriculum for informative/explanatory writing.
- Students are using experiences and events to create opinions and arguments using text based literature.
- After every ReadyGen module student writing is reviewed using a Performance-Based Assessment and graded according to the writing rubrics which are aligned to the common core.
- Writing conferences occur on a weekly basis to assess strengths and weaknesses of individual children.
- Students respond in writing to higher order questions, what the author's point of view is and analyze different types of texts. Students are being assigned research assignments on different nonfiction topics and asked to support their writing with details from the text. They are to give their opinion and base it only on the facts..
- UDL-Universal Design for Learning is being implemented with each task to differentiate instruction to our ESL, Special Needs and at-risk students. Additional scaffolded instruction is included within every writing unit to meet the needs of below grade level writers.
- Scaffolded supports include checklist, charts, student copy of the rubrics, writing tasks, editing tasks and graphic organizers that are used to help to organize details and ideas. Children are pulled out or a second teacher pushes in for remedial instruction. Extended day and after-school programs provide additional writing support and strategies.
- Reading response logs are utilized throughout the school in order to assess progress of student writing based on writing a response/opinion to grade appropriate informational/ explanatory texts.
- NY Ready ELA Common Core Edition is used as a supplemental program which addresses the new writing standards in each lesson.
- Pupil Personnel Team will support classroom teachers in developing interventions and strategies for improvement.
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2. Key personnel and other resources used to implement each strategy/activity

1. Principal, AP, LEAD teachers, school staff, CFN staff, curriculum specialists
2. Principal, AP, LEAD teachers, school staff, CFN staff, curriculum specialists, SETSS teacher, P/T AIS teacher

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

1. Professional Development:

- Collect agendas from staff conferences, grade conferences, extended day PD, LEAD teacher meetings to evaluate effectiveness of the PD (review Team) each month.
- Observe ReadyGen lessons and have professional conversations with teachers
- System Review Team meets monthly to monitor Professional Development and make changes if needed.
- Teacher's Reflect on best practices

2. Targets to Evaluate Progress, Effectiveness and Impact of each strategy/activity

- Each month collect writing samples and tasks including CCLS rubrics to monitor student growth
- Collect and review PBA (Performance Based Assessment) writing assessment from ReadyGen modules each month.
- Weekly grade level inquiry team meetings to discuss and analyze student data.
- Monthly Curriculum Cabinet meetings to align teacher practice with the Common Core to support student learning.
- Monthly grade conferences to discuss Benchmark and informal assessments and examine student writing progress.
- Use 2014 State ELA scores to assess success.

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

1. September 2013 to June 2014

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

After-school ESL and AIS programs (Tuesday and Wednesdays pm)
Monthly meetings throughout the year,
Provide common preps and common planning time
Extended day staff meetings Wednesday and Thursday mornings
Writing Celebrations throughout the year
Provide coverage for teachers to attend PD sessions

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).

- Conduct parent workshops on the Common Core Writing Standards during the year.
- Hands-on parent workshops are provided throughout the year.
- Updated curriculum and instructional information is constantly shared with the School Leadership Team and at PTA meetings.
- Information about the new standards and parent workshops are provided and are advertised monthly in the school newspaper.
- Parents attend classroom writing celebrations, end of year curriculum reading and writing fair to experience firsthand the types of writing their children produce.

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

X Self Sustaining Parent Funded Programs
ARRA RTTT Data Specialist funding

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 80% of all students will improve on their comprehension skills as measured by making at least one year's growth on the

Fountas and Pinnell Benchmark Assessment System 2 for progress on reading levels.

Comprehensive Needs Assessment

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.

In consultation with our school Leadership Team we evaluated the following data:

- In looking at the data from our 2012-2013 Progress Report we noticed that our students' reading progress was 27.8 % out of 60% and as a result of that we received a score of "C" on that section (Overall our school received a "B") The year before we scored 43%. In looking at the State ELA data our school went from 82% of our students meeting state standards to only 48% meeting standards. In grade 3 early grade progress was only 1.91 out of 3.51. Our school made very little progress from the previous year.
- In looking more closely at subgroup data our ESL students and our Special Needs children scored very low and made little progress from the year before.
- Meeting with the staff, reviewing questions asked on last year's NY State Exam, looking at student work, looking at our data, discussing the new standards we found that we are not yet prepared for this type of CCLS assessment.
- We need to provide more small group instruction, individual tutoring and parental support to those struggling readers.

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. Professional Development:

- Continue providing professional development for the CCLS implementation weekly during Thursday morning extended day. Discuss writing units at monthly staff/grade conferences and Inquiry Team Meetings.
- Classroom teachers, in conjunction with the CFN Literacy Achievement Coach will provide in school monthly professional development on comprehension strategies that are aligned with the Common Core Learning Standards particularly with regard to understanding text complexity.
- LEAD teachers will model reading lessons to support the new ReadyGEN curriculum. Classroom teachers will share best practices on comprehension strategies using the ReadyGEN Curriculum.
- Pupil Personnel Team will support classroom teachers in developing interventions and strategies for improvement.
- Teachers will participate in a year-long study of Charlotte Danielson's *Framework for Teaching* with a focus on incorporating all 22 components into their daily practice.

1. Instructional Strategies/Activities:

- We need to provide students with excerpts of both nonfiction and fiction texts for students to practice their comprehension strategies
- Comprehension instruction will focus on the following skills: Higher level questioning (Depth of Knowledge), author's point of view, inference questions, finding main idea and supporting details and understanding informational texts.
- UDL-Universal Design for Learning is being implemented in the classroom with each task to differentiate instruction to our ESL, Special Needs and at-risk students.
- ReadyGen provides additional scaffolded activities for the teacher to use in their small differentiated groups during the reading block. These strategies meet the needs of below grade level readers as well as providing enriching activities for our higher level students.

Teachers also use scaffolded supports that include checklist, charts, thinking maps, writing response tasks, and other graphic organizers that help to organize details and ideas.

- All students' reading levels are assessed 4/5 times a year. They are given a book at their level and select other books at or above their F & P Reading Level to keep in their book baggies to bring home and to read in class.
- The SETSS teacher uses the NYC Passport Intervention System, Wilson or Voyager for identified struggling readers to improve fluency and comprehension.
- The ESL teacher uses Raz-Kids (an Internet Based Reading Program) to help students with comprehension skills both at home and in school.
- Identified students in grades 3-5 participate in an afterschool program once a week to assist them in developing the comprehension skills necessary to achieve proficiency on the NYS ELA Assessment in the spring.
- Identified students in grades 2 participate in an afterschool program once a week increase their comprehension skills.
- ESL students in grades 2-5 participate in an afterschool program (TitleIII) once a week to assist them in developing English Fluency as well as comprehension skills.
- All at-risk students (K-5) attend extended day small group instruction on Mondays and Tuesdays mornings.
 - ESL and SETSS teachers provide classroom teachers with additional instructional practices to instruct struggling students
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2. Key personnel and other resources used to implement each strategy/activity

1. Principal, AP, LEAD teachers, school staff, CFN staff, curriculum specialists
2. Principal, AP, LEAD teachers, school staff, CFN staff, curriculum specialists, SETSS teacher, P/T AIS teacher, ESL teacher

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

1. Professional Development

- Collect agendas from staff conferences, grade conferences, extended day PD, LEAD teacher meetings to evaluate effectiveness of the PD.
- Observe reading lessons and have professional conversations with teachers
- Teachers reflection on best practices.

2. Targets to Evaluate Progress, Effectiveness and Impact of each strategy/activity

- Grade level inquiry teams, Systems Review Team and Curriculum Cabinet will continue to meet this year to update and monitor reading levels, work on differentiated strategies to teach comprehension, infuse much more nonfiction, and use higher level reading passages and texts.
- Grade level inquiry teams, Systems Review Team and Curriculum Cabinet meetings will continue to meet this year to monitor reading levels, work on differentiated strategies to teach comprehension, infuse much more nonfiction, use higher level reading passages and texts.
- Grade level inquiry teams, Review Team and Curriculum Team will continue to meet this year to update and monitor reading levels, work on differentiated strategies to teach comprehension, infuse much more nonfiction, use higher level reading passages and text.
- We need to provide more small group instruction, individual tutoring and parental support to those struggling readers.

- Principal collects student reading levels 4 times a year to monitor student progress.
- Weekly grade level inquiry team meetings to discuss and analyze student data.
- Monthly Curriculum Cabinet meetings to align teacher practice/ReadyGen and the Common Core to support student learning.
- Monthly grade conferences to discuss reading levels and examine student progress.
- Use 2014 State ELA scores to assess success.

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

1. September 2013 to June 2014

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

After-school ESL and AIS programs (Tuesday and Wednesdays pm)
 Monthly meetings throughout the year,
 Provide common preps and common planning time
 Extended day staff meetings Wednesday and Thursday mornings
 Provide coverage for teachers to attend PD sessions

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).

- Conduct parent workshops on the Common Core Reading Standards during the year.
- Hands-on parent workshops are provided throughout the year.
- Updated curriculum and instructional information is constantly shared with the School Leadership Team and at PTA meetings.
- Information about the new standards and parent workshops are provided and are advertised monthly in the school newspaper.
- Kindergarten parents attend a parent workshop about helping their children with comprehension strategies at home.
- ESL parents attend a parent workshop about Raz-Kids (An Internet Based Reading Program) that helps students with comprehension skills their Individual Reading Level.

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

X Self Sustaining Parent Funded Programs
 AARRA RTTT Data Specialist Funding

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.

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

6.

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

1.

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

1.

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

1.

7. 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.

• Strategies/activities that encompass the needs of identified subgroups

1.

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

6.

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

1.

• Timeline for implementation and completion including start and end dates

1.

• 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
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>ELA AIS service (for K-5) provided during the school day as well as during 37.5 minutes every Monday and Tuesday mornings.</p> <p>Struggling K, 1 and 2 students receive Foundations/Wilson remediation as well as push in and pull out tutoring services.</p> <p>Upper grade AIS students (grades 3, 4, 5) receive small group instruction for reading and writing with a focus on comprehension/critical thinking skills. Wilson is used for students who require remediation in decoding and spelling.</p> <p>In Tier I, all students are screened using F and P Assessments. These assessments are used to measure fluency, comprehension, word recognition, and decoding. Teachers analyze the data and plan standards based core instruction. Students receive instruction that is based on researched based best practices.</p> <p>Tier II interventions are designed to provide supplemental, focused teaching and learning opportunities, for small groups of students who are not responding to Tier I instruction and interventions. These students are not</p>	<p>Small Group</p> <p>One-to-One</p> <p>Tutoring</p>	<p>During the day</p> <p>During 37.5 minutes (Monday and Tuesday)</p> <p>After –School AIS program (Wednesdays from 3-5pm)</p>

meeting grade level benchmarks as identified from universal screening. Students who receive Tier II interventions also continue to receive Tier I instruction and intervention. The interventions are targeted to remediate students' specific academic skills.

Tier II interventions are provided using either a pull-out, or push-in model. Interventions may also be provided in a small group by either the classroom teacher or service provider. Tier II interventions may also take place during the extended day period (3x a week) and our After-School program on Wednesdays. The school uses various Tier II interventions for reading including: Guided reading, Foundations, Wilson, Books on Tape, and computer assisted interactive programs (Brainpop,Raz-kids).

The Tier III interventions provide more individualized, intense teaching and learning opportunities for students who are not achieving grade level expectations. More intensive interventions are achieved with a smaller student-teacher ratio, a longer duration of instruction, detailed attention to individual learning styles and the social environment, and more frequent progress monitoring. (Wilson, Foundations, and Great Leaps).

NY Ready CCLS Supplemental Diagnostic ELA Program

	<p>Rally Diagnostic NY State Test Strategies Program</p>		
<p>Mathematics</p>	<p>Math AIS service is provided during the school day as well as during 37.5 minutes. K, 1 and 2 students work on solving number stories and learning their math facts. They will also review math strategies taught through the enVisions curriculum.</p> <p>Upper grade students (grades 3, 4 and 5) will practice computation skills and solving word problems using different strategies as well as reviewing concepts taught in the Envisions curriculum.</p> <p>NY Ready CCLS Supplemental Diagnostic Math Program\</p> <p>Rally Diagnostic NY State Test Strategies program</p>	<p>Small Group</p> <p>One-to-One</p> <p>Tutoring</p>	<p>During the day</p> <p>During 37.5 minutes</p> <p>After-School Wednesdays 3-5 pm</p>
<p>Science</p>	<p>Science AIS service is provided during 37.5 minutes with science teacher with a focus on content strategies.(grade 4)</p>	<p>Small Group</p>	<p>During 37.5 minutes</p>

<p>Social Studies</p>	<p>Social studies AIS (for K-5) is provided using Rally interdisciplinary non-fiction skill books during ELA lessons.</p>	<p>Small group One on One</p>	<p>During the day 37.5 extended day After-school Wednesdays 3-5pm</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>At-risk services provided by the Social Worker/Guidance counselor will be provided during the day. School Social Worker /Guidance Counselor will meet with students in small groups or individually to promote socially acceptable behavior through games, role playing and/or discussions.</p>	<p>Small group One on one</p>	<p>During the school day</p>

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

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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).

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

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

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.).

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.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 26	Borough Queens	School Number 191
School Name The Mayflower School		

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

Principal Michael Ranieri	Assistant Principal Meredith Broxmeyer
Coach N/A	Coach N/A
ESL Teacher Helen Parliaros	Guidance Counselor Anastasia Frangos
Teacher/Subject Area Jessica Marquis/2nd Grade	Parent Rosa Schubert
Teacher/Subject Area	Parent Coordinator MaryAnn Geniti
Related Service Provider Jennifer Quinones/SETSS	Other N/A
Network Leader(Only if working with the LAP team)	Other N/A

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	374	Total number of ELLs	45	ELLs as share of total student population (%)	12.03%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	2													2
Pull-out	3	3	3	0	2	2								13
Total	5	3	3	0	2	2	0	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	39	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	1

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	39	0	4	5	0	3	1	0	1	45
Total	39	0	4	5	0	3	1	0	1	45

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
TOTAL	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
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Chinese	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Urdu	4	0	1	0	0	0	0	0	0	0	0	0	0	5
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Punjabi	5	4	1	0	1	1	0	0	0	0	0	0	0	12
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	8	1	4	0	3	3	0	0	0	0	0	0	0	19
TOTAL	24	5	7	0	5	4	0	45						

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)	16	1	1	0	0	0	0	0	0	0	0	0	0	18

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	3	2	0	3	0	0	0	0	0	0	0	0	9
Advanced (A)	6	3	3	0	2	4	0	0	0	0	0	0	0	18
Total	23	7	6	0	5	4	0	0	0	0	0	0	0	45

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					3		1		4
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.
PS 191 uses the Fountas and Pinnell Benchmark Assessment System to assess literacy skills. In general most ESL children, even those emergent readers, have difficulties with reading comprehension, listening comprehension, vocabulary and writing. Leveled libraries give those ELL children a chance to read on an appropriate level of understanding. The school's instructional plan can accommodate children on different levels by differentiating instruction within the classroom and departmentalizing those students far below grade level. Concrete nonfiction reading and writing as well as vocabulary development is emphasized in every classroom.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The proficiency levels on the LAB-R and NYSESLAT indicate higher beginner and intermediate patterns in grades K and 1. These levels rise to advanced proficiency for many reaching 2nd grade, after attending PS 191 for 2 years. In general, grades 3-5 usually reach advanced levels if attendance has been consistent at PS 191.
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](#))
Patterns across NYSESLAT modalities affect instruction. Emphasis is placed on the reading and writing Common Core learning standards which are necessary for the students when they are taking NYS ELA Exam. The listening strand is also important for ELA test preparation in terms of following directions and focus on tests.
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?

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

b./c. ELL students at PS 191 do not take the ELL Periodic Assessments. They take the same Periodic Assessments as their classmates. Periodic Assessments demonstrate ELL weaknesses, usually in the areas of vocabulary and inference. Reading Comprehension and Vocabulary Enrichment is then emphasized in the regular and ESL classrooms.
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](#).)
Students that are struggling according to the Fountas and Pinnell reading assessment, classroom tests, and writing assignments will receive RTI. ELLs will receive strong Tier 1 instruction, which focuses on developing literacy and language with a focus on reading and writing skills.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Research has shown that first and second language acquisition develop differently. A child's first language develops without explicit instruction. Second language development is usually learned in a more formal setting such as a classroom, and is taught more deliberately than when the child acquired their first language. There is a difference between having difficulties learning a second language and having a learning disability. The ESL teacher uses a variety of different approaches in order to allow the students multiple opportunities to acquire English as their second language. These include using total physical response, using visuals, manipulatives (where applicable), sheltered English, teaching content vocabulary, among other strategies, while allowing the students to practice using the language through the different modalities of speaking, listening, reading, and writing. Running record data, scores on NYSESLAT, and LAB-R, as well as class exams, and assessments are considered. All content area teachers teach in such a way that they are building the students' English language skills. This is achieved through teaching vocabulary, using visuals, and manipulative where applicable, as well as using a variety of strategies to constantly improve on the students language skills.
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?

N/A

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

By analyzing the data from our current and former ELL students we are able to evaluate the success of our programs for ELLs. We use LAB-R, NYSESLAT scores, as well as formal and informal observations of our ELL students.

Evaluating a successful ESL program includes the following:

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

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](#).)
When parents register their child, a home language survey form is filled out (in English or their native language, if possible) with the assistance of the ESL or teacher or other licensed pedagogue. The school secretary, guidance counselor, and ESL teacher meet with each new admit and parent to welcome them to school and inform them of school policies. The ESL teacher then checks the survey for an indication of the language the child speaks and understands, and conducts a brief interview. This informal interview is conducted with both the parents and student with a translator if necessary. Questions about previous schooling, languages spoken at home, etc are asked during this interview. If the child is eligible, he or she is then given the LAB-R Exam on the specific grade level indicated, within the first 10 days of admission. If the child does not pass this exam, the student is placed in the ESL program into one of 3 categories (beginner, intermediate or advanced). The score on this exam determines whether the child is admitted into the ESL program. If the student's native language is Spanish according to the home language survey, he or she is given the LAB-R. If the student scores below the cut off scores, he or she is also administered the Spanish LAB. The Spanish LAB After a child has been in the ESL program, the NYSESLAT Exam is given in order to determine continuation in the program.
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.
ELL parent orientations are held within the first ten days of the school year and continue to be held throughout the year for parents of newly enrolled students. This year, the parent orientation meeting was held on September 19, 2013. Students that are enrolled later on in the year are also invited to attend an orientation within 10 days of enrollment. All parents are contacted by phone, and are invited to attend the ELL parent orientation. Letters are sent out in addition to make sure that the parents are aware of the orientation. The meetings are conducted by the ESL teacher, with the assistance of the parent coordinator. Our school nurse is available for translation purposes during these meetings. The parents sign in and are welcomed by both the principal and parent coordinator. They receive an agenda, Parent Survey/Program Selection Forms, and Parent Brochures (in their native language, if available). They then view the parent orientation video in English and their native language, if possible, and have an opportunity to ask questions. All 3 program choices are described on a Department of Education DVD. The DVD comes in a variety of languages to help parents make a decision. This process, outreach plan, and timeline occur in September. If need be, parent meetings going over program choices continue throughout the year, on a rolling basis for new ELL admits.
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].)

Parent Survey and Program Selection forms are given to the parents of new ELL students. The parents are informed of the importance of these forms. If the forms are not returned in a timely manner, the school contacts the parent to request that these forms be returned. Each form is stored in the students individual file.

After reviewing the NYSESLAT scores, continued entitlement letters are distributed to the students by the ESL teacher.

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.

When parents register their child, a home language survey form is filled out (in English or their native language, if possible). The school secretary, guidance counselor and ESL teacher meet with each new admit and parent to welcome them to school and inform them of school policies. The ESL teacher then checks the survey for an indication of the language the child speaks and understands. The child is then given the LAB-R Exam on the specific grade level indicated, within the first 10 days of admission. The parents are asked to attend the orientation in which they watch a video describing the various program options available to them. The parents fill out the parent survey indicating their choice of program.

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.

The RLAT report is used to determine NYSESLAT eligibility. The NYSESLAT exam is administered to all ELLs each spring. The test is administered by section to each grade. The speaking portion of the exam is administered with the ESL teacher as well as a classroom teacher, due to the change in the NYSESLAT guidelines this year. The reading, writing, and listening portion of the exam are given by grade with the ESL teacher.

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. 

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

Consultations with parents are done in English. If a translator is necessary, the school nurse, who speaks many of the Indian dialects, is present. Staff members that speak Spanish are also available for translations. If a translation is necessary in a language other than the ones spoken by a staff member, the DOE translation hotline is used.

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])?
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)?

Beginners and intermediate students in the ESL program at PS 191 receive 360 minutes per week of ESL instruction. Advanced students receive 180 minutes of ESL instruction per week. ELA and ESL instruction are provided by the ESL teacher. The school staff ensures that the mandated instructional time is provided in each model. The staff works together to provide children with their required time and follows all mandated guidelines. ESL/ELA instruction is given by the dually licensed teacher of ESL and Common Branches 1-6. Reading and enrichment of the English language is at the forefront of the program. Kindergarten children receive a combination of a push-in and pull-out model of instruction. All other grades receive only pull-out services.

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

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

tape/video and computer assisted language programs.

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

The math program currently being used in our school is Envisions. Each student has an online account that they can access at home to help reinforce the skills being taught in school.

Science is taught by a science teacher. The students have textbooks and technology is integrated into the science program.

Social studies is taught through Scholastic news, Time for Kids, as well as through multicultural events that the school hosts throughout the year such as a food festival, performances, and plays.

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

ELL students that may require an evaluation in their native language are tested in their native language with the help of the school based support team (SBST). The SBST is responsible for coordinating evaluations for students that need to be tested in their native language. Students last school year did not take translation versions of the standardized tests, as many of the languages spoken in our school are not available for translated exams.

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

ELLs are evaluated in all four modalities of English acquisition in different ways throughout the year. Fountas and Pinnell running records are used to evaluate reading. Rubrics are used to grade each students writing pieces. A grade specific checklist is used in order to evaluate ELLs in speaking and listening.

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).

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

A first grade newcomer is grouped together with other students on grade level that are advanced in their language proficiency to expedite language development and fluency, as well as with the kindergarten group in order to receive basic skills and intense vocabulary enrichment. Newcomers also comprise their own special multi-grade group during the extended day program, using differentiated instruction.

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

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

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

afterschool sessions, to become familiar with test formats and learn test techniques and strategies to help them succeed on the NYS ELA, Math and Science exams.

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

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

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

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?

SWDs and ELLs receive intense reading and math exam preparation. Teachers trained in Wilson and Foundations work with students that need the extra help. Various computer programs such as BrainPop, BrainPop ESL, Starfall, and Raz-Kids are also available for teachers of ELL-SWDs to use. In addition, picture dictionaries, visuals, various thinking maps, and scaffolding are utilized to help provide access to academic content area and to accelerate English language development for these students.

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?

Our school uses a combination of the push-in, pull-out model in order for ELL-SWDs to achieve their IEP goals and to attain English proficiency within the least restrictive environment. Flexible scheduling allows for this to take place throughout the school day.

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:			

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

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

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

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

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

Native Language Usage and Supports

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



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.

Intervention programs for ELLs in ELA and math include Envisions (each student has an individual account and login), Raz-Kids, BrainPop, BrainPop ESL, Wilson, Foundations, SETTS, Speech Therapy, Occupational Therapy, Physical Therapy, as well as the after school ESL program that takes place once a week for 2 hours.

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

According to our 2013 NYSESLAT results, 16 children were found to be proficient in English. A large percentage of our ESL population is from the younger grades (K-2). As the students progress year after year, more students become proficient and test out of the ESL program. This proves that our program is effective. Differentiation and multiple entry points are used school wide in order to continuously meet the needs of our ELLs.

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

This year, we are using an interactive computer based reading program called Raz-Kids. This reading program provides visual and auditory support to the student while they are reading a story. It also tests their comprehension as well as other skills such as their ability to infer meaning from a text, author's purpose, main idea, etc. This program will help increase the students' reading levels as well as provide them practice with important language arts skills that often appear on the state wide exams.

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

Study Island is a program that is no longer being offered due to budgeting.

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

Grade 1-5 students will also participate in the AIS afterschool program (2 hours per week) which deals with reading/math intervention. During the school day, using flexible groups or push-in models, the ESL teacher provides remedial reading instruction and vocabulary development. This method of instruction is done in addition to the regular pull-out program. During push-in sessions, demonstration lessons modeling ESL techniques are presented in order to develop teaching and learning strategies for ELL students and teachers in the regular classroom.

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

Some examples of instructional materials in the ESL program include big books, trade books, language work books, a leveled library, word and phonics games, videos, books on tape, and a variety of resource materials (picture dictionaries, idiom dictionaries, thesauruses, and encyclopedias). These materials are available to the entire school to be used within all classrooms. The ELL students also have access to a computer program, Raz-Kids. This program deals with reading skills and comprehension. It provides support to the student through auditory and visual prompts. This program is individualized so that each student is reading books on their appropriate reading level.

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

There are bilingual picture dictionaries provided to students that need native language support. If there are any cognates in books that are read in class, these are discussed and a word wall is created. Cultural awareness is also an important part of ESL. We also have an international feast day which incorporates cultural performances as well as foods native to the children's various cultures.

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

Required services support and resources correspond to ELLs ages and grade appropriate levels. Envisions is available to all students and the content on each students' individual account is grade level appropriate. Teachers work together to scaffold and differentiate activities for all students so that each student is performing at his/her maximum potential.

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.

Families of ELL students are always welcome into our school to meet with teachers, ask questions, etc about their children. We have workshops that take place throughout the year for families to attend, which cover a variety of topics, including information on programs that the students will be using throughout the year, websites that are helpful to use at home, etc. New ELL students are always invited to attend the afterschool ESL program which offers enrichment in English language acquisition.

Activities are not offered before the start of the school.

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)?

N/A

C. Professional Development and Support for School Staff

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

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

Records are maintained through agendas that are given out during extended day sessions, and staff meetings.

Professional Development Time-Line:

October 2013: Review of ESL techniques for classroom purposes.

November 2013: Computer based programs for ELLs.

December 2013: Techniques to help ELL students handle classroom work according to their English proficiency level.

February 2014: Preparing ELL students for standardized assessments (ELL techniques.)

April/May 2014: Information about specific ELL achievements and how it can be transferred to all classrooms.

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

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?
Parent involvement extends throughout the school year at PS 191.

The following is a list of workshops for parents:

September 2013: Orientation for newcomers - ongoing

October 2013: Homework help/strategies (update on continuing students)

November 2013: Workshop for reading; International Food Festival

January 2014: Vocabulary enrichment, helping at home

February 2014: Preparing for NYS Exams (ELS & Math) - Overview of exams helping at home

April 2014: Talent Show

May 2014: Summer Learning/Activities

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

In addition, other parent involvement activities include:

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

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

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

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

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

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

We do not currently collaborate with other agencies or Community Based Organizations but we hope to in the near future.

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: P.S. 191Q

School DBN: 26Q191

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Ranieri	Principal		11/12/13
Meredith Broxmeyer	Assistant Principal		11/12/13
MaryAnn Geniti	Parent Coordinator		11/12/13
Helen Parliaros	ESL Teacher		11/12/13
Rosa Schubert	Parent		11/12/13
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Anastasia Frangos	Guidance Counselor		11/12/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q191 School Name: The Mayflower School

Cluster: 2 Network: 205

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

Part A: Needs Assessment Findings

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

The ESL teacher, parents of ELLs, parent coordinator, PTA President, and Leadership Team were consulted with in reviewing our school's written and oral translation policies. After reviewing Home Language Surveys, environmental surveys, and speaking with the parents of our ELL students through translators, we came up with a plan to ensure that all parents are provided with appropriate and timely information in a language that they are able to understand.

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

As per our 2012-2013 NYC School Survey, 98% of our parents stated that their child's school communicated with them in a language they could understand. Most parents have family members and friends that are able to translate for them. Looking over the language surveys, we found that our school speaks over 15 different languages, with Punjabi, Malayalam, and Urdu being the most frequent languages spoken besides English. We are able to translate most languages both orally and in written form here at our schools. We use DOE translation services or volunteers if we are unable to translate at school.

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

before Parent Teacher Conferences to see if they are in need of oral translation services. We also have a translation table at each conference.

Part B: Strategies and Activities

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

The city's translation services (in Spanish, Urdu, Korean, and Bengali) are used for correspondence from the City. If the languages needed are not provided through the translation service, we have our school nurse and/or parent volunteers translate these notices for us. Whenever possible, we try to translate school notices or DOE notices. For some notices, outside vendors are used. We review other important documents and requests that are sent home. If we are unable to have them translated, a stamp is used. The stamp indicates that the information is important and must be translated, and is written in different languages. We encourage parents to contact the school for help translating anything that is sent home. We have many translators at the school each day. They include the school nurse, school aides, OT, PT, parents, paraprofessionals, and teachers. If we are still unable to translate written correspondence, we will contact the Translation and Interpretation Unit.

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

Most parents have informed us that they have family members or friends that are able to provide translations for them. As mentioned previously, we have many multilingual staff members that are able to orally translate most of the languages spoken in our community. We encourage parents to come to school for translation services. During PTA meetings, parents that can translate are always present. For Parent Teacher Conferences, we hire an outside vendor to provide individual translation services to parents who request them. If we are still unable to help certain parents, we contact the Translation and Interpretation Unit.

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

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

Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. In addition, the Department of Education's website provides information in different languages concerning the rights of parents to translation and interpretation services and how to access such services. Parents who wish to receive language access services are encouraged to contact us and we will assist them in translating the information orally or in written form. We provide oral translations during the regular school day using our school nurse, occupational therapist, physical therapist, paraprofessionals, school aides, teachers and parent volunteers all of whom speak most of the languages spoken by our ESL parent community. The Parents' Bill of Rights is distributed to the parents in their home languages if necessary.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 191 Mayflower School	DBN: 26Q191
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 24
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

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

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

Professional Development Time-Line: 1 hour sessions

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

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

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

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

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

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

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

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

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

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

September 2012: ELS orientation for newcomers - ongoing

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

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

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

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

April 2013: Talent Show

May 2013: Summer Learning/Activities

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

In addition, other parent involvement activities include:

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

Part D: Parental Engagement Activities

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

Open computer access for ESL parents or parents without a computer

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	per session 2 teachers @\$50.19 30 sessions and planning= \$6377 1 supervisor @52.52 \$3783 Total = \$10,160	Teacher hours and planning Supervisor for the program: Supervision, planning, monitoring data, and staying after the program to wait for parents to pick up children
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$200	BER-ESL Strategies workshop
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly 	\$740	leveled Books, picture dictionaries, ESL supplemental instructional materials, nonfiction texts

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

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