

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

26Q191

School Name:

P.S. 191 MAYFLOWER

Principal:

MICHAEL RANIERI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Mayflower School School Number (DBN): 26Q191
Grades Served: Pre-K - 5
School Address: 85-15 258th street
Phone Number: 718 831-4032 Fax: 718 831-4036
School Contact Person: Michael Ranieri Email Address: mranier@schools.nyc.gov
Principal: Michael Ranieri
UFT Chapter Leader: Michael Tavernite
Parents' Association President: Rosa Schubert /Dina Rolleri
SLT Chairperson: Michael Ranieri
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 26 Superintendent: Danielle Giunta
Superintendent's Office Address: 61-15 Oceania Street
Superintendent's Email Address: Dgiunta4@schools.nyc.gov
Phone Number: 718 631-6982 Fax: 718 631-6996

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North
Director's Email Address: lpender@schools.nyc.gov
Phone Number: 718-391-8222 Fax: 718-391-8320

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michael Ranieri	*Principal or Designee	
Michael Tavernite	*UFT Chapter Leader or Designee	
Rosa Schubert	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Dina Rolleri	PTA-Co President	
Stephanie Povalitis	Parent 3 rd /Pre-K	
Hilary Greci	Parent 3 rd / K	
Marcia Michel	Parent 4 th grade	
Christina Torres	Kindergarten Teacher	
Donna Camillery	5 th grade Teacher	
Janine Pennisi	4 th Grade teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 191 Mission Statement:

- engaging all children in active and meaningful learning
- emphasizing cooperation, discussion and self-reliance
- teaching by example how to respect and care for one another
- involving parents in the learning process and decision-making
- providing a supportive setting for academic, social and creative growth

Contextual Information:

We remain a top school in New York City with almost all students meeting standards in English Language Arts and Mathematics. We maintain the highest levels of parent and teacher satisfaction on our N.Y.C. School Survey as compared with other schools throughout the city. Ninety percent (90%) of our parents filled the survey out as compared to only forty-nine (49%) throughout the city and 96% of our staff filled the survey out as compared to only 84% of other city schools. As per our 2014/2015 N.Y.C. School Survey, ninety-five percent (95%) of our community had positive responses in that we provide rigorous instruction, implement a high quality curriculum aligned to the common core and challenge students while scaffolding their experiences and engaging them in the learning process. Over Ninety-seven percent (97%) feel that we provide a supportive/trusting environment and feel valued and respected. These results well exceed city and peer group horizons. This further proves that our school community remains stronger than ever.

Rigorous Instruction along with high expectations play a vital role in educating our children and these expectations need to be communicated to parents, students and staff. *Trust, teamwork and Thoughtful teaching* is our school theme this year and we are determined that every child show progress, every parent be involved in their child's education (Strong Family Ties) and every staff member (Teamwork) be part of the process. It is also part of leadership to streamline and integrate these high expectations into ongoing work at the school. The influence of our coherent instructional focus aligned to the Common Core (decided upon collaboratively by the needs of our students, staff, parent community) and the Chancellor's initiatives, help to maintain and focus our high expectations. Student engagement, higher order questioning, multiple entry points, designing and implementing a more coherent instruction are all being promoted in classrooms through the use of Danielson's Framework for Teaching. The use of Depth of Knowledge Charts, Thinking Maps, Technology, Smartboards, complex texts, more informational texts, peer and self assessment, student led discussions, differentiation and hands on learning also will be necessary to provide a supportive environment..

The staff at P.S. 191 is a community of learners that always puts children first. We have been featured in New York City's Best Public Elementary Schools books. In 2012 we received the National Blue Ribbon Award from the United States Department of Education. We were in the top 90th percentile of the entire state for our ELA/Math scores and still maintain high standards. Our building is composed of team players who go above and beyond their job descriptions to do what's best for children.

The UFT contract provides for an additional 2 parent-teacher conferences again during this school year for a total of 4. Teachers are required to spend 40 minutes per week on parent involvement activities.

Tuesday afternoons are spent working on newsletters, contacting parents and working alongside our families in order for the students to meet and maintain our high expectations.

Our students have many opportunities to become active members in our school community. P.S.191 has a student government that plans many exciting “Spirit Days” throughout the year, creating fun-filled experiences that unite the students and staff. Among others, we enjoy Twin Day, Pajama Day, Crazy Hair Day and School Spirit Day. The Student council is also responsible for planning and organizing charitable activities (Penny Harvest, UNICEF, Toys for Tots, City Harvest, Ronald McDonald House, St. Jude’s Math-a-thon and Make-a-Wish Foundation). We emphasize the importance of respect for all through our daily practices. Each classroom teacher selects students of the month throughout the year to represent various attributes such as positive attitude, outstanding role model, caring/ kind and good citizen. In December we select 4th and 5th graders to work with the Assistant Principal to become Peer Mediators. In addition, we chose books of the month to highlight good behavior, promote respect and enhance our school environment.

For the past several years, we have invited children’s authors, math magicians and science experts to share their insights into learning and their love of literacy with students, family and faculty. We work with the Fort Totten Park Rangers, our Local Library, Museum of the City of NY, LEAP Arts Programs, Queens College Theater Group, Old Bethpage Restoration Society and other cultural institutions.

One of our greatest accomplishments (Trust, Strong Family Ties) is that we work closely with our parent community sharing with them a love of learning and teaching. We have a strong involved Leadership Team consisting of teachers, administrators and parents. School goals, policies and creating the CEP are just some of the things we work on. All members attend PTA and community functions and are active in our school community events. During PTA meetings, Leadership Team meetings, and PTA Executive Board meetings we share methods and strategies that are used in our classrooms to help students and parents understand the high expectations of the common core standards. We offer monthly parent workshops about the Common Core Learning Standards, state tests, new curriculum, and we discuss the many ways in which we support our students to help them meet the rigor of the CCLS.

Our parents are very involved with our school providing numerous fund raising events and activities for our children. Students, staff and parents look forward to many annual events at P.S. 191. Some favorites are Grandparents’ Day, 100th Day of School, International Day, Science Fair, School Spirit Day, and Curriculum Fair, musical concerts, Family PTA Nights, Movie Nights, Mayflower Idol, and grade level celebrations. Parents and staff not only attend these events, but are actively involved in each one of them. We even have our very own “PS 191 Cookbook.”

We have a bi-monthly newsletter in which our Principal, Assistant Principal, PTA Presidents and Parent Coordinator submit letters to our families. Teachers and students share specific classroom activities which includes student work and projects. Monthly calendars of school activities and parent workshops are also included. This year, we are improving our website and have a PS 191 school phone app for parents to have easier and more instant access to school information. The app worked well in that it was capable to send parents text messages (which is something that they requested on our parent workshop survey) instantly and reminders to attend important school functions. Both the website and the app will have similar information to what has been included in our Mayflower Newsletter. We provide language translations at PTA and School Meetings/School Events and try to have some of our newsletters translated when possible.

Special Student Populations:

- Self-Contained Special Education – We have 1- 12:1 special education class (grades 3/4) in the 2015-2016 school year and an ICT -5th grade class.

- ICT Special Education – There is an ICT class in grade 5 and in grade 3. The specific needs for ICT students include rigorous instruction with active student engagement that is aligned to CCLS using 2 certified teachers.
- Our SETSS program has been successful pushing in and pulling out students in need of remedial services. Students with IEPs and at-risk children are serviced throughout the day and during after-school programs. The SETSS program incorporates our RTI Program which includes targeted instruction and behavioral interventions to improve student performance and help to maintain an environment where students feel safe and supported.

Over the last few years we had a highly successful extended day program that took place before school two days a week. Due to limited budgets we are now only able offer a parent funded two-hour AIS After-School Program that focuses on ELA and Math skills. Our current budget does allow us to offer a Title III ESL After-School program and a 2 month Saturday Academy. In addition, we run self-sustaining after-school programs for students to play soccer, basketball, cheer leading, homework help and arts & crafts.

Framework for Great Schools:

During the 2014-2015 school year, P.S. 191Q made progress in many areas:

Rigorous Instruction and Collaborative Teachers.

Rigorous Instruction

P.S. 191 staff and administration took on Danielson’s Framework with a vengeance. We are passionate about sharing best practices and learning as a community to promote high levels of student thinking and learning. We work carefully to continue to familiarize ourselves with the Framework’s Domains and Components, put them into practice, observe and share findings and celebrate our success. We devote time on Monday afternoons, grade conferences and individual observation conferences to focus on Domain 3b - Using Questioning and Discussion Techniques in the classroom; 3c - Student Engagement; and 3d - Using Assessment to drive instruction.

In component 2a (Creating an environment of respect and rapport), 90% of our teachers scored Highly effective and in 2d (Managing student behavior) over 80% scored highly effective. We have seen a steady improvement in all components both with our seasoned teachers and our new staff members. According to our Quality Review Data (Highly effective) and our Danielson Summary Data we have made the most progress in our ability to use assessment in instruction. We use on-going assessment, running records, turn and talks, individual and group conferencing, test result data sheets, checklist with next steps, student peer assessment, student self-assessment and reflection. In moving forward we need to broaden our understanding of all eight components of the Framework. Our staff is committed to learning and implementing the strategies needed to become or maintain highly effective teaching practices.

The key areas of focus for the 2015-2016 school year are:

- *Creating Strong Family-Community Involvement*
- *Improve the students ability to comprehend complex texts*
- *Produce more rigorous pieces of writing*
- *Continue to work with a collaborative approach to teaching and learning*

Creating Strong Family-Community Involvement:

Our P.S. 191 community would like to continue establishing stronger partnerships with families to support students’ learning and prepare them for college and career readiness. We would like to offer monthly

workshops in Math and ELA in line with the curriculum being taught to the student in school. Our new “P.S. 191 Family University” will allow parents to learn along side of their children with the support of a grade level teacher. We will also work together on keeping families informed of their children’s progress, offer alternative instructional practices that the parents can use to assist their children in learning and how to use technology to enhance their levels of understanding. Parents will attend additional activities or workshops provided by staff members and our PTA. Our community will continue to make families feel welcomed as “Our Partners” in their child’s education.

Improve the student's ability to comprehend complex texts:

Teachers will provide targeted / differentiated instruction through the use of the Ready Gen units of study and I Ready skills analysis system. We will provide a plethora of books at each reading level. Model and teach comprehension strategies / skills. Work with thinking maps to organize and support student ideas, use multiple entry points, use computer based comprehension programs, small group instruction and provide push-in and pull out tutoring.

Collaborative Teachers

P.S. 191Q teacher teams promoted the implementation of the CCLS and the instructional shifts and used data within teacher teams to improve instruction. They meet on Tuesdays and on common preps weekly to look at student work, data and share best practices. The team meetings are led by lead teachers and administrator to ensure that they are effective and productive. Professional learning is conducted within a culture of respect and rapport amongst all members of our school community. Teachers hold themselves accountable for the implementation of team decisions and implementing next steps. Our “ Open Door Intervisitation Sessions” have been a huge success. Individual and groups of teachers interested in learning from successful practices of their colleagues support one another in reflective teaching practices and peer mentoring by visiting each other’s classrooms. These intervisitation practices incorporate Danielson's Framework for Teaching and provide us with a structure for describing and discussing excellence. We plan to strengthen, organize and develop these sessions into on-going school-wide practices.

Improving student writing and continuity across the grade levels :

Although we have made some progress with our students writing and aligning the rubrics across grade levels there is still more to be done. We will continue to use our current writing program and add supplemental programs (Teacher’s College) to strengthen overall student writing skills. We need to move towards a more authentic approach to writing in all grades.

26Q191 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	407	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		2.7%	% Attendance Rate	95.7%
% Free Lunch		46.2%	% Reduced Lunch	9.8%
% Limited English Proficient		10.8%	% Students with Disabilities	13.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.5%	% Black or African American	5.4%
% Hispanic or Latino		10.5%	% Asian or Native Hawaiian/Pacific Islander	71.1%
% White		11.7%	% Multi-Racial	0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		12.18	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	6.47
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		65.4%	Mathematics Performance at levels 3 & 4	71.4%
Science Performance at levels 3 & 4 (4th Grade)		95.6%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward		X	Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	YES
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our Leadership Team, Staff development Team and Review team reviewed the CCLS writing standards, MOSL scores, writing tasks and the work samples in student portfolios. We evaluated data from our Quality Review Report, PPO, from classroom observations and teacher team meetings. Administration, classroom teachers, vertical and grade level teams, and cluster/ special needs teachers reviewed students’ writing data for individual progress and overall rubric scores as of June 2015. Students were assessed using Ready Gen writing rubrics along with 2 tasks using N.Y.C. Performance Tasks rubrics. (As of October 2015 we are in the process of completing, norming and grading the performance tasks for 2015-2016).

Our data analysis revealed the following:

Writing Scores as of May 2015:

1st TASK

K overall score 2.1

1st overall score 3.2

2nd overall scores 2.3

(MOSL N.Y.C .Performance Tasks)

Beg(Oct) Final (May)

K- 30.13 75.67

1st 54.03 78.4

2nd 46.65 75.15

3rd 39.6 71.1

4th 36.2 87.75

5th 50.6 77.4

2/3 12.15 39.45 (Self contained)

4/5 33.9 49.25 (Self contained)

We used both the F&P Reading Assessments and the Performance Tasks and compared to our peers and the city our local MOSL scores were lower than last year (14/15 out of 20).

During June's professional learning sessions/ September 2015 Professional Learning sessions and scoring sessions teachers/ administration shared their findings and student writing trends using teacher created skill summary sheets:

- K-Strengths: writing phonetically, topic sentences

Weaknesses: adding more details

- 1-Strengths: added more facts and details

Weaknesses: punctuation, capitalization, closure

- 2-Strengths: Introduction and conclusion, multiple facts, 4 paragraph piece

Weaknesses: Grammar and spelling

- 3-Strengths: Good introduction, echo questions

Weaknesses : Didn't use linking or transitional words, no inferences

- 4-Strengths: Provided evidence , used transition words, stayed focused

Weaknesses : Vocabulary, no inferences

- 5-Strengths: Good organization, referred back to text to support answers

Weaknesses : grammar, conventions, too basic

Based on analysis of this data, teachers and administration identified the need to focus on raising the level of writing for students in grades K-5. We did make progress from October to May and the student writing did improve. Writing appropriate responses to literary and informational texts was fair but we need to work on adding more details and improving the use of conventions. The writing needs to be more authentic in grades K-2 and more rigorous in grade 3-5. All students need to include text-based evidence (more details) to support it and work on grammar and conventions. We need to work more with our special needs population on meeting the writing standards and working with higher end writers to exceed standards.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% of students in grades K-5 will demonstrate their ability to analyze and use multiple text sources to add more details to their writing of informational essays as measured by achieving a level 3 or 4 on the Ready Gen writing rubric and by showing progress on the 2015-2016 Writing Performance task (MOSL).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><u>Instructional Programs:</u></p> <ul style="list-style-type: none"> • Teachers will provide targeted instruction through the use of the Ready Gen units of study and updated rubrics along with using parts of Teachers College Information Writing Units to improve their students Informational/explanatory writing. • Teachers will demonstrate, explain, give examples, use guided practice and teach writing through inquiry based teaching. Include multiple entry points for all learners including students who are high achievers, students with disabilities, and English Language Learners. School-wide Thinking Maps will continue to be used to support student ideas from thinking, organizing to publishing their writing. • Teach transferable skills. Teach the writer strategies that can be used for all writing genre. Use Annotated Demonstration texts to teach and improve writing skills both non-fiction and fiction,. • Teacher grade level and Vertical Teams meet weekly to work together to align the Ready-Gen writing units of study with Teacher’s College Writing units and look for writing trends across the grade. They will compare rubrics, student checklists and look at leveled student writing samples. • Writing lessons will be shared and planned together on each grade level and throughout the school during grade level and vertical team meetings. • Writing pieces will be collected and analyzed by teacher teams and administration to monitor success in meeting our goal. 	<p>Students Classroom teachers Cluster teachers RTI teachers</p>	<p>Sept. 2015 to June 2016</p>	<p>Teacher-Teams Administrators Lead Teachers</p>

<p><u>Strategies to Address Students with Disabilities and English Language Learners:</u></p> <ul style="list-style-type: none"> Teachers will support students in identifying clear, attainable writing goals according to their IEPs. Progress will be measured often toward reaching these goals and next steps will be modified for each child. Classroom teachers/Teams will meet with the SETSS and ESL teachers once a week to collaborate on best instructional strategies to use to improve their learning and adjust writing rubrics accordingly. RTI Teachers will support students who need Tier II interventions to support their understanding of the text and their overall writing skills. After-school Programs, pull out/push-in programs and ICT tutoring programs will work on modifying writing tasks to meet the needs of our struggling students and English Language Learners using more picture based texts and lower level annotated texts as reference. 	<p>Classroom teachers</p> <p>Cluster and Support teachers</p> <p>Students</p>	<p>Sept. 2015 to June 2016</p>	<p>Teacher Teams</p> <p>Administrators</p> <p>SETSS teachers</p> <p>RTI Teachers</p> <p>ESL Teachers</p>
<p><u>Engaging Families:</u></p> <ul style="list-style-type: none"> As part of our Family University Grades 2-5 teachers will work with parents and students on the writing process and how to improve specific writing skills. Various parent workshops will be given to support reading and writing in each grade. Teachers will communicate with parents during parent engagement time on Tuesdays, preps and during parent conferences. Grade level writing celebrations will be held on each grade level inviting parents to visit and take part in the festivities. PS 191 Parent Newsletter “The Mayflower” includes writing from each grade and has information on how to help your child succeed and be a better writer. 	<p>Students parents</p> <p>Teachers Prin/AP</p> <p>Support Staff</p> <p>Parent Coordinator</p>	<p>Oct 2015- June 2016</p>	<p>Administrators</p> <p>Parent Coordinator</p> <p>Teachers</p>
<p><u>Professional Learning and Trust:</u></p> <ul style="list-style-type: none"> Mondays and Tuesdays will be used for professional learning and sharing of best practices. Our Staff development Committee (vertical team) will meet monthly throughout the year to assess writing teacher needs, plan for writing instruction and monitor student progress (in writing). This information will be shared at teacher team meetings and implemented and monitored throughout the school. Collaborative teaching and intervisitations will take place between teachers to share best practices. Full day professional development in November and June will be used for collecting data, sharing teaching strategies and continuing professional learning. 	<p>Classroom teachers</p> <p>Cluster and support teachers</p> <p>Admin</p>	<p>Sept. 2015-June 2016</p>	<p>Lead Teachers</p> <p>Classroom teachers</p> <p>Administrators</p>

- Lead teachers, ESL and SETSS teachers and administrators will attend QPN, Outside and District PD and turn-key it to our staff to support student writing.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Inquiry Team, Grade level teams, Curriculum Committee and our System Review Team will meet regularly beginning in September 2015 to continue their work in identifying needs, solutions, and impacts on our writing program. Funds will be allocated for teacher coverage’s and per session activities (using ARRA RTTT Data Specialist, ARRA RTTT, Strong Schools Strong Communities, MOSL).
- Per session monies (TL Fair Student Funding) will be budgeted for professional development activities and purchase of resources and professional literature.
- OTPS monies (FSF) will be budgeted for purchasing materials and professional books (TC Units) for teachers.
- Parent Self-Sustaining funds (After-school - AIS) will be used for additional materials and teacher's salaries.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 70 % of students in grades K-5 will demonstrate their ability to analyze and use multiple text sources to add more details to their writing of informational essays as measured by making an improvement on their classroom writing rubrics scores and achieving at least a level 2, 3 or 4 on the informational Ready Gen writing rubric from task #1.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

2015-2016 Learning Environment Survey Results from Staff:

- Teachers in this school share/discuss students work with other teachers. (100%)
- Teachers design instructional programs together. (100%)
- Teachers at this school make a conscious effort to coordinate their teaching with instruction at other grade levels. (95%)
- The principal, teachers, and staff collaborate to make this school run effectively. (95%)
- I usually look forward to each working day at this school. (100%)
- I have opportunities to work productively with colleagues in my school. (91%)
- Teachers felt they receive feedback on their practice that helped them to improve instructional performance.(100%)
- Teachers were happy with the Professional Development regarding Danielson’s Framework and Measures of Teacher Practice.
- Teachers said that they analyzed data with school staff more often. (96%)
- Teachers said they are having more conversations about instructional practice with their peers and with administrators.(100%)
- Principal participates in instructional planning with teams of teachers, sets high expectations for teachers and sets clear opportunities for teachers about implementing what they have learned in professional development. (91%)
- Teachers at this school make a conscious effort to coordinate their teaching with instruction at other grade.(97%)

We provided the teachers with a “Teacher Needs Assessment” survey in June and September 2015 in order to plan for next year’s professional learning and discussed it with the Staff Development Team.

- 90% of the teachers want to share best practices and participate in inter-visitations.
- 80% of the teachers would like to broaden their knowledge of the Danielson 's Framework’s questioning/ discussion and assessment components (student self-assessment and peer-assessment).

Other areas that the staff would like to continue to focus on:

- Technology-smartboards
- Differentiation
- Writing process/Creating better Rubrics
- More parent involvement

In looking at the above data it shows that our teachers are willing to work together collaboratively. They trust administration and one another and want to open their classrooms for colleagues to further their knowledge of teaching and improve their practices in order to improve student learning.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 95% of teachers will participate in collaborative inquiry teams that analyze data, examine student work and work together to improve student learning. This will be measured by administrators participating in inquiry based learning teams and by collecting student work 3 times during the year to measure student learning .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Instructional Programs:</p> <ul style="list-style-type: none"> • Teachers will participate in collaborative inquiry team meetings including horizontal and vertical teams, School Leadership Team, AIS team, Systems Review Team, School, Safety Team, BRT Team, MOSL Committee, UFT Consultation Committee, Staff Development Committee and SBST Team. • The committees will meet to develop and monitor instructional practices that will support student learning on a monthly basis. • Most teachers will participate in at least one inter-visitation with a colleague through our “Open Door Inter-Visitation Sessions.” They will meet prior to the session to discuss and plan for the session as well as meeting after the session to discuss next steps for improving teaching and learning practices. 	<p>Classroom Teachers Clusters Teachers Support Teachers Teacher Teams</p>	<p>Sept 2015 to June 2016</p>	<p>Teachers Administrators LEAD Teachers Teacher Teams</p>

<ul style="list-style-type: none"> • Highly effective teachers will continue to mentor newer teachers and work with other colleagues on improving instructional practices. • Administration will meet with staff members to discuss and assist with team meetings and inter-visitation sessions. Staff and administration will share ideas, conversations and notes from collaborative activities. • ELA lead teachers, Math lead teachers, Special Education Liaisons and ESL teachers will attend monthly meetings and trainings and will be provided with time to turnkey information to colleagues. • Staff members will continue to read educational material and discuss new findings with colleagues during Professional Learning Sessions. <p>Principal will lead a new leadership group consisting of teachers interested in becoming administrators.</p>			
<p><u>Strategies to Address Students with Disabilities and English Language Learners:</u></p> <ul style="list-style-type: none"> • Grade level teacher teams will analyze student data to plan for next steps, strategies to differentiate instruction and provide multiple entry points for individual students with disabilities or English language needs. • Classroom teachers meet with SETSS, ESL, Speech and other providers to discuss student progress and modify instruction for them. Congruence sheets with conference/progress notes are collected monthly from these providers showing the work the children are doing now and what next steps are being taken to help them reach their goals. • Out of classroom specialists are also members of grade level and other school-wide teams to ensure that their students' needs are being met within the classroom settings. • Academic Intervention Service (AIS) and Response to Intervention (RTI) teachers will provide services and monitor behavior of struggling students. • Our new ICT teachers will work more closely with their cooperating teacher and their grade level partner to incorporate different instructional and behavioral strategies. • SBST will continue to meet monthly with teachers and administration to provide emotional, behavioral and psychological support that will support student learning. 	<p>Classroom Teachers Clusters Teachers Support Teachers Teacher Teams</p>	<p>Sept 2015 to June 2016</p>	<p>Administrators SETSS Teacher ESL Teacher Teacher Teams</p>
<p><u>Engaging Families :</u></p>	<p>Classroom Teachers</p>	<p>Sept 2015 to</p>	<p>Administrators Parent Coordinator</p>

<ul style="list-style-type: none"> • Parent workshops will be presented by our staff members to use information gathered from grade level teams to teach parents how to support learning at home. • Grade level teacher teams will work together on planning and implementing parent activities during the Tuesday afternoon parent involvement time and plan for parent-teacher conferences throughout the year. • Special needs providers will share information from IEP meetings and special education training seminars with parents on Tuesday afternoons and at after-school workshops. • During Leadership Team meetings, PTA Executive Meetings and general PTA meetings the staff will share instructional strategies that have been implemented in their classrooms with the parents. • CEP will be created, modified, monitored and discussed with parents/teachers during SLT meetings. 	<p>Clusters</p> <p>Teachers</p> <p>Support Teachers</p> <p>Principal</p> <p>AP</p> <p>Teacher Teams</p> <p>Parent coordinator</p>	<p>June 2016</p>	<p>Teachers</p> <p>Teacher Teams</p>
<p>Professional Learning and Trust :</p> <ul style="list-style-type: none"> • As proved by our Learning Environment Survey, Quality Review, Elementary School Quality Snapshot, teacher surveys, reflections/goals and conversations with staff members trust is woven into all we do at PS 191. 100% of teachers at our school agree that leaders of school place a high priority on the quality of teaching and they would recommend this school to others. • Staff development team, systems review team, UFT consultation committee and other teams meet frequently to make sure that all constituents have a voice and are all part of the plan. • This environment of trust will continue and grow through “Open-Door Inter-Visitation Sessions,” book talks, conversations, and collaboration. 	<p>Classroom Teachers</p> <p>Clusters</p> <p>Teachers</p> <p>Support Teachers</p> <p>Teacher Teams</p>	<p>Sept 2015</p> <p>to</p> <p>June 2016</p>	<p>Teacher Teams</p> <p>Administrators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Inquiry Team, Grade level teams, Curriculum Committee and our System Review Team will meet regularly beginning in September 2015 to continue their work in identifying needs, solutions, and impacts on our instruction and collaboration. Funds will be allocated for teacher coverage’s and per session activities (ARRA RTTT Data Specialist, ARRA RTTT, Strong Schools Strong Communities) .</p> <ul style="list-style-type: none"> • Per session monies (TL Fair Student Funding) will be budgeted for professional development activities and purchase of resources and professional literature. • OTPS monies (FSF) will be budgeted for purchasing materials and professional books for teachers.
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 75% of teachers will have participated in collaborative inquiry teams that analyze data, examine student work and work together to improve student learning. Agendas, collecting student work, teacher logs and observations will help us to monitor and measure our goal at this point and adjust it if necessary to achieve our target.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The Leadership Team along with our Parent Coordinator created a survey for parents about what else the school could provide to help their child succeed. Parents were concerned about their children struggling in school and how they are unable to help them at home. Homework is difficult for children and the parents do not understand the math and cannot comprehend the difficult texts that children are reading. With the Common Core Learning Standards, higher level thinking, high stakes testing, multi-part math questions and complex writing parents and students are overwhelmed with how education has changed over the years. With a growing ESL parental population, undereducated families, tight budgets and very little resources they cannot provide the adequate support with homework and studying.

According to the Learning Environment Survey:

- Parents are happy with the education their child receives here and the quality of their teacher and feel good about the way my child's teachers support him or her (98%).
- Parents believe the school keeps them informed about their child’s academic progress (98%)
- Feel that the principal understands how children learn (97%).
- My child works hard to get good grades? (99%)
- I trust the principal at his or her word. (97%)
- I feel respected by my child's principal and feel that the principal understands how children learn.(98%)
- Teachers and parents/guardians think of each other as partners in educating children. (98%)

With such a high percentage of parent satisfaction and trust in the school, our “Family University” program will provide more opportunities for parents to become knowledgeable and improve their ability to help their children succeed.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will strengthen parental involvement and their knowledge of the ELA and Math curriculum by opening an *After-School Family University* for parents to learn the curriculum in order to assist their children with their learning. The success of this series will be measured by attendance (sign-in sheets) collected at meetings and tracking the progress of those students who attended the program.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><u>Instructional Programs</u></p> <ul style="list-style-type: none"> • Each month’s curriculum /skills being taught will be shared with the students and parents (grades 2-5). • In the beginning of each month families will get a checklist with the skills their child is learning in class during that month in Math and ELA. Parents will check off any skill that they are having difficulty with. • The parents will attend sessions where they are not familiar with the subject matter. At least one member of the PS 191 staff will provide instruction to the parents and students at each monthly After-School Family University. • Hands-on materials, thinking maps, manipulatives, differentiated materials and individual tutoring sessions will continue to take place after-school once a month. • The school will continue to offer additional workshops on curriculum, assessments, technology, parenting skills, health and guidance. • PTA organized events along with school/community events will continue to take place throughout the year • Attendance sheets and collection of student/parent work will measure the participation and success of the Family University. • Teachers will be asked to provide information on classroom lessons and activities that go along with the skills being taught. Teachers will follow-up with the students and parents to further the home-school connection. <p>Planning for the parent outreach will be done on Tuesday afternoons.</p>	<p>Teachers Principal AP Teacher Teams</p>	<p>Sept 2015 to June 2016</p>	<p>Principal AP Teacher Teams Program coordinator</p>
<p><u>Strategies to Address Students with Disabilities and English Language Learners:</u></p>	<p>Teachers</p>	<p>Sept 2015</p>	<p>Principal</p>

<ul style="list-style-type: none"> ESL, Special Education and other providers will support teachers with preparing these after-school parent workshops to meet the needs of their students. These providers will also present alongside general education teachers and assist with teaching the skills. Translators will be hired to interpret during the Family University sessions. <p>Parents who speak another language will be asked to volunteer to assist other parents with language difficulties</p>	Principal AP Teacher Teams	to June 2016	AP Teacher Teams Program coordinator
<p>Engaging Families:</p> <ul style="list-style-type: none"> Flyers, text notifications, website, newsletters, and teacher recommendations will be used to invite parents to attend our Family University Workshops. Students will be given the curriculum to bring home to their families along with a checklist for what they might need help in. Some materials that are being sent home will be translated whenever possible. All families (grades 2-5) will be invited to attend. All workshops will be presented by our staff members to teach parents how to support learning at home. <p>During Leadership Team Meetings the staff will share instructional strategies that have been implemented in the program and discuss ways that the program can be improved.</p>	Teachers Principal AP Teacher Teams Parent Coordinator	Sept 2015 to June 2016	Principal AP Teacher Teams Parent Coordinator Program Coordinator
<p>Professional Learning and Trust:</p> <ul style="list-style-type: none"> As proved by our Learning Environment Survey, Quality Review, Elementary School Quality Snapshot, teacher surveys, reflections/goals and conversations with staff members trust is woven into all we do at PS 191. Teachers will collaborate with their grade level partners, AIS providers and presenters to prepare for each session. Teacher teams can meet on Tuesday afternoons to plan upcoming after-school university workshops and review previous workshops. They can also reach out to specific parents of children who are struggling with current skills and encourage their attendance. <p>Teachers will use data, research and share best practices and discuss each attending child's strengths and weaknesses to plan for further remedial instruction</p>	Teachers Principal AP Teacher Teams	Sept 2015 to June 2016	Principal AP Teacher Teams Program Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Due to budget restraints, not enough resources or manpower this program might be limited in scope.

- Per session monies (TL Fair Student Funding, Title III, Title I) for teachers and administration to run the program and additional workshops that meet parent needs
- OTPS monies (FSF) will be budgeted for family involvement resources.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, we will review the program by collecting attendance sheets from October to February and by looking at the student's progress of those who attended the program to see if they made progress in the skills taught and if we should make any changes to our Parent Learning Academy.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<p>Fountas and Pinnell</p> <p>Reading levels</p> <p>Writing Tasks</p> <p>Teacher conference notes</p> <p>State and City Assessments</p> <p align="center">ELA</p>	<p>ELA /AIS services are provided during the school day (push-in or pull-out).</p> <p>K, 1 and 2 students receive foundations /Wilson remediation as well as reinforcement of reading and writing skill strategies.</p> <p>Upper grade AIS students (grades 3, 4, 5) receive small group instruction for reading and writing with a focus on inference and comprehension.</p> <p>Wilson is used for students who require remediation in decoding and spelling.</p> <p>Rally skill remedial programs are used in grades 3-5 along with NY Ready Common Core skills alignment Program.</p> <p>All students are screened for reading levels 4x's a year using Fountas and</p>	<p>Small Group</p> <p>One-to-One</p> <p>Tutoring</p>	<p>During the school day, After-school Program (pending funding)</p>

		<p>Pinnell Reading Assessments. Teachers analyze their reading levels and plan remedial instruction to improve them. The classroom teachers utilize ReadyGen, NY Ready, Books on Tape, Leveled Literacy, Rally's Intervention System, Great leaps, Wilson and Foundations.</p> <p>.</p>		
<p>Mathematics</p>	<p>enVisions placement test</p> <p>enVisions unit assessments</p> <p>Periodic assessments</p>	<p>Math AIS service is provided during the school day (push-in or pull-out).</p> <p><i>Math Program:</i> enVisions is used on all grades.</p> <p>K, 1 and 2 students work on solving number stories, learning their math facts use hands-on manipulatives and reinforce it with computer generated smartboard interactive activity lessons.</p> <p>Upper grade students (grades 3, 4 and 5) will practice computation skills, solving word problems using different strategies and use manipulatives. Interactive remedial programs (enVisions) will be used for remedial purposes as well as</p>	<p>Small Group</p> <p>One-to-One</p> <p>Tutoring</p>	<p>During the school day, After-school Program (pending funding)</p>

		reviewing concepts taught in the Envisions curriculum.		
Science	Results of formative assessment(ESPET) and classroom test scores - analyzed by classroom teacher and science cluster teacher	Science AIS services are provided during the school day by the science cluster teacher with a focus on content and hands on activities/ experiments (tied into the ESPET).	Small Group Tutoring	During the school day,
Social Studies	Classroom Test scores - analyzed by classroom teacher	Social Studies AIS services are provided during the school day by the classroom teacher. It ties into their ELA daily which curriculum includes different levels of content learning, biographies, non-fiction informational reading and writing, computer research and following the new Social Studies Curriculum. The focus is on content and strategies.	Small Group Tutoring	During the school day,
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals by classroom and cluster teachers	Provide at-risk counseling, student observations, classroom assistance, behavioral management and parent workshops.	Small Group One-to-One Tutoring	During the school day,

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) PS 191

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 the school. PS 191, 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 the school and the families. The 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 the school community. PS 191 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- 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 (SPC) PS 191

[School name], 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>The Mayflower School</u>	DBN: <u>26Q191</u>
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
Total # of ELLs to be served: <u>15</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input 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: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

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. The rationale for the program is to bolster students' reading, writing, listening, and speaking skills in order to prepare them for the NYSESLAT, ELA, Math, and Science state exams, as well as to help them achieve the Common Core Learning Standards.

Title III activities support English Language development in reading and writing. These skills transfer over into the content areas of math, social studies, and science. The supplemental instructional services are based on student need. According to the 2013-2014 NYSESLAT scores, students in grades K-5 scored the lowest on the writing portion of the exam. The focus will be to improve the writing of our ELL students. Along with our school's focus, the ESL students will practice writing mechanics, structuring sentences, improving vocabulary, using correct grammar, using details from the text to answer comprehension questions, and developing opinion/argument essays. Former ELLs who achieved NYSESLAT proficiency within the past two years are invited to participate in the program as well.

The teacher providing the service is New York state certified in TESOL K-12 and in General Education grades 1-6. There is no other program operating during Title III activities. Therefore, a supervisor needs to be present to supervise and take part in student/parent activities.

The language of instruction is English. The schedule is 2 hours once a week, on Tuesdays from 3:00PM-5:00PM from September 16, 2014-June 9, 2015.

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, and thesaurus') aid vocabulary enrichment. Multimedia materials (DVDs) non fiction/fiction complement the nonfiction books in order to create themes of study (National Geographic videos, BrainPop ESL, BrainPop, etc.). Hands on activities also include art and science activities using graphic organizers, teacher made materials, globes and maps which all tie into the Common Core nonfiction areas of learning. Students use charts and word banks with academic vocabulary that used formed into sentences, paragraphs, stories and art projects which are all shared. ELL students listen, speak, read and write in every session.

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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

Part C: Professional Development

and faculty meetings. There are informal congruence meetings with classroom teachers throughout the year. ELL Liason meetings are attended and the 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.

The teacher working the Title III program attends ELL Liason Network Professional Development sessions on a regular basis. She also researches ESL strategies and reads scholarly journal articles that detail current trends in ESL methodologies.

Professional Development Time Line: 1 hour sessions

October 2014: Review of ESL strategies for classroom purposes.

November 2014: Review of in house computer based programs for ELLs.

December 2014: Techniques to help ELL students handle classroom work according to their level of English proficiency.

February 2015: Preparing ELL students for standardized assessments using ELL strategies.

April/May 2015: Information about specific ELL achievements and how data can be used in school.

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

New teachers in the school also have the opportunity to "shadow" the ESL teacher to observe ELL strategies in action. This enables non-ESL teachers to see how ELL pupils cope in a classroom setting as opposed to a much smaller ESL group. Teachers will also attend outside workshops about 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 parent engagement activities at 191 that are targeted toward parents of ELLs will help ELLs' educational achievement. These activities are designed to create strong family bonds with the PS 191 school community. As the ESL teacher 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 activities take place 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 2014: ESL Parent Orientation

October 2014: Homework help/strategies to reinforce academic skills at home

November 2014: Educational media, Building Self-Esteem

December 2014: Multicultural Food Festival

January 2015: Vocabulary enrichment, helping at home

February 2015: Preparing for NYS Exams (ELA & Math)

March 2015: Overview of NYSESLAT Exam for parents of ELLs

April 2015: Talent Show

May 2015: Summer Learning/Activities

Part D: Parental Engagement Activities

Other Options: PTA Meetings, Volunteering at PTA School Functions (book fair, school festivals, etc.)
In addition, other parent involvement activities include:
Parent/Child Movie: teacher models questioning techniques/writing/art projects while viewing a video (can be repeated at home).
Thanksgiving/American Holiday: 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
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 multi-lingual 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. These notices are stamped "Important Information- Please have this translated" in English and other languages. Our school website is also able to be translated into several languages by clicking the appropriate language online. 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 	<u>per session</u> <u>1 teacher 78 hours @\$51.51 + (fringe)= \$4017.78</u> <u>1 supervisor 78 hours @\$52.84 + fringe= \$4121.52</u>	<u>Teacher hours</u> <u>Supervisor for the program: Supervision, monitoring data, and staying after the program to wait for parents to pick up children</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$300</u>	<u>Outside vendors-(will attend)</u> <u>Learning Connection, BER PD</u> <u>Professional Learning conferences,</u> <u>ESL Strategy workshops, parent workshops</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$2260.70</u>	<u>Continental's New York ELLs for NYSESLAT books, Leveled Books, picture dictionaries, ESL supplemental instructional materials, nonfiction texts</u>
Educational Software (Object Code 199)	<u>150</u>	<u>Raz Kids</u>
Travel	<u>_____</u>	<u>_____</u>
Other	<u>\$350</u>	<u>Refreshments/materials for on-going parent celebrations and workshops</u>

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.
TOTAL	<u>\$11,200</u>	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

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 ENL teacher, and one parent.

Principal Michael Ranieri	Assistant Principal Meredith Broxmeyer
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Helen Parliaros	School Counselor Anastasia Frangos
Teacher/Subject Area Janine Pennisi/ELA	Parent Simran Bansal
Teacher/Subject Area	Parent Coordinator MaryAnn Geniti
Related-Service Provider Ryanne Dunbar	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	352	Total number of ELLs	43	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	42	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	42	0	5	1	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	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

* EP=English proficient student

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	0	0								0
Chinese	0	2	2	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	1	1	0	0								0
Urdu	0	0	2	0	2	0								0
Arabic	1	0	0	0	0	0								0
Haitian	0	0	0	0	0	1								0
French	0	0	0	0	0	0								0
Korean	0	0	1	0	1	0								0
Punjabi	2	5	1	1	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	3	2	7	2	4	2								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	0	0	0	0	2								0
Emerging (Low Intermediate)	2	0	1	0	1	0								0
Transitioning (High Intermediate)	0	1	1	1	1	0								0
Expanding (Advanced)	4	8	12	3	5	0								0
Commanding (Proficient)	0	0	5	1	1	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			8	4	1									0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			1						0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 PS 191 uses the Fountas and Pinnell Benchmark Assessment System to assess the early literacy skills. In general most ENL children, even those that are emergent readers, have difficulties with reading comprehension, vocabulary, and writing. Leveled libraries give these students 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The proficiency levels on the NYSITELL and NYSESLAT indicate higher entering and emerging patterns in grades K and 1. These levels rise to expanding proficiency for many as early as 2nd grade, after attending PS 191 for 2 years. In general, grades 3-5 usually reach an expanding proficiency level if attendance has been consistent at PS 191.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO tool shows us how our ELL students are progressing through levels of performance on the NYSESLAT, ELA, and Math exams. The data reveals that most students reach the Commanding level of language proficiency in 2 years. All students have shown growth from year to year.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - NYSITELL and NYSESLAT results indicate certain patterns of proficiency levels. Students with entering and emerging proficiency levels in grades K-2 were weak in all four modalities of listening, speaking, reading and writing. In grades 3-5, students with an expanding proficiency level scored well in the speaking and listening sections, but showed some weakness in the reading and writing portions of the exam. None of our students have taken the state exams in their home language.

- 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 ENL classrooms. Notices are translated or stamped to be translated so that parents can be provided with information in their home language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *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 student's new 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 ENL 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. The classroom teacher meets weekly with the ENL teacher to discuss student data and plan for specific instructional strategies to improve student language development. Teachers meet with parents to discuss ways to incorporate the child's educational history/cultural background into their educational plans. Students who need additional language support are provided with iPads (google translate) in order to help them communicate instantly with their peers and their teachers.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A
 8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). Evaluating a successful ENL program includes the following:
 - 1) Elevated self-esteem, pride in one's accomplishments in both the ENL 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, monitors, or talent shows
 - 5) Relaxed conversation, verbal reports and verbal participation
 - 6) Outstanding participation in the ENL class and the regular class
 - 7) Outstanding oral presentations in the ENL and the regular class
 - 8) Making yearly progress on the NYSESLAT, ELA, Math and Science Exams; showing growth on their F & P Reading Levels

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification (NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*. When parents register their child, a home language survey form is filled out (in English or their native language, if possible). The school secretary provides the assistance of the ENL teacher or other trained pedagogue. The ENL teacher or trained pedagogue then checks the survey for an indication of support during the intake process, a staff member that is available to translate is brought in to assist these families. Once a home language exam, the student is placed in the ENL program. After a child has been in the ENL program, the NYSESLAT Exam is given in order to determine the student's proficiency level. The Spanish LAB is administered to Spanish-speaking ELLs by a trained pedagogue who is proficient in Spanish from the District 75 school where the student is enrolled. The pedagogues in our building speak several languages which include Greek, Spanish, and Italian. In addition, we have staff members who speak other languages. If needed, we use google translate to assist parents/staff with translation.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (or within 30 days of a student in grades 3-5 is admitted to the school, an oral interview is conducted in order to determine SIFE status. Upon review of the student's records, the student is placed in the ENL program.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

When a student with an IEP with a home language other than English enrolls in our school, the LPT meets to determine the student's eligibility with the assistance of the Social Worker, Grace Social Worker, Ryanne Dunbar Speech Teacher and Meredith Broxmeyer-Assistant Principal along with the student's parent or guardian. Recommendations are made and sent home within 20 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the student is notified. If a student is eligible to take the NYSITELL, depending on their score, an entitlement or non-entitlement letter is sent home with the student with the parent/guardian notified that they should have the notice translated for them. The Translation and Interpretation Unit are used if necessary. The ENL teacher is responsible for ensuring that the parent/guardian receives the letter.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Manual*). Parents of all students with a home language other than English, regardless of whether their students' score on NYSITELL indicates that they are eligible for ELL services, are notified within 45 days. This will also be explained to parents at the orientation meeting that takes place within the first 10 days of enrollment. Correspondence is sent home. Each student has their own file which is kept in the ENL teacher's classroom.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and English as a Second Language)? 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. Parents are aware of the orientation. The meetings are conducted by the ENL teacher, with the assistance of the parent coordinator. Our school nurses are also present. Parents receive an agenda, Parent Survey/Program Selection Forms, and Parent Brochures (in their native language, if available). They then choose a program. The forms are sent out by the Department of Education. This process, outreach plan, and timeline occur in September, within the first 10 days of enrollment. If no response indicating their choice of ELL program is not returned, the default program placement is a bilingual program. Parents who have previously chosen a program are notified of their parents' preferred language.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how the school ensures that the Parent Survey and Program Selection forms are given to the parents of new ELL students at the parent orientation meeting with the ENL teacher. The forms are returned later than 2 school days after the parents receive them. If the forms are not returned in a timely manner, the ENL teacher and the parent coordinator are responsible for ensuring that the parent/guardian is sent home asking that the forms be returned to school. The ENL teacher is responsible for maintaining the records of letters that are sent home. Parents who have previously chosen a TBE/DL program are notified in writing by the ENL teacher when the program becomes available. This letter will be translated into the parent's preferred language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Each Parent Survey and Program Selection form that is distributed (in the parent's preferred language) is noted on a chart by the ENL teacher.
9. Describe how your school ensures that placement parent notification letters are distributed. The ENL teacher compiles a list of all of the students eligible for ENL services. These students are given parent placement notification letters in their preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All original ELL documents are retained in each student's cumulative record folder. Copies of these documents are kept in a folder and are maintained in the ENL teacher's classroom.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all eligible students. The NYSESLAT exam is administered to all ELLs each spring. The RLER report from ATS is generated in order to verify that all eligible students have taken the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Each September, an ATS report is run to verify if students continue to be entitled to services or if they should receive transitional support. Parent notification letters are sent home on the date that they were distributed. The ENL teacher and the Parent Coordinator are responsible for sending home these notices.
13. 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? Describe program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six). After reviewing the Parent Survey and Program Selection forms for the past few years, we noticed that all parents have requested that their children be placed in the ENL program. The ENL Program Model offered at PS 191 is aligned with all parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

Our school provides ELL services through the Freestanding English as a New Language program model. The ENL teacher is dually certified in TESOL (grades K-12) as well as Childhood Education (grades 1-6). Students are grouped by grade level and proficiency level. The integrated groups that are serviced are taught by the ENL teacher that pushes into the classroom alongside the classroom teacher. Most of our ENL students on each of the grade levels are in the same class; if they are not in the same class they are pulled into a group and serviced by the dually certified ENL teacher. The ENL teacher collaborates with the classroom teacher on a weekly basis so that students are receiving instruction on the same skills in both classrooms. Students that require services in the stand alone model receive services in a pull-out group with the ENL teacher.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All of our students are serviced according to the changes that are mandated under CR Part 154.2. Students with entering and emerging proficiency levels receive Stand Alone ENL in a pull out group with the ENL (dually certified in Childhood Education and TESOL) teacher for 180 minutes and 90 minutes, respectively each week. These students also receive ELA services for 180 minutes and 90 minutes either in a pull out or push in group. Students with a proficiency level of transitioning receive 90 minutes of stand alone ENL per week and 90 minutes of integrated ENL/ELA for 90 minutes per week. Students with a proficiency level of expanding receive 180 minutes of integrated ELA per week. Students with a proficiency level of commanding receive services for 90 minutes a week with the ENL teacher in a push in or pull out group. All students that are serviced in a pull out group are grouped with students from no more than two contiguous grade spans.
3. Describe how core content is delivered in each program model. 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.

In our ENL program all classes are taught in English, using a balanced literacy approach in order to meet the Common Core Learning Standards. ELA and Social Studies are the core contents that are focused on. The ENL teacher uses various techniques that include the use of visuals, manipulatives, bilingual dictionaries, thinking maps, and previewing content specific vocabulary in order to foster ELLs language development and meet the demands of the Common Core Learning Standards. Lessons are differentiated to meet the various needs of our ENL students which will incorporate and hands-on approach to learning along with technology. Students that require native language support are given bilingual dictionaries or iPads.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELL students that may require an evaluation in their home language are tested in their home 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 home language. If needed, a translator will be hired to assist the school with the screening process.
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 school year. Fountas and Pinnell running records are used to evaluate reading. Students are assessed in reading 4 times per year. As part of the Fountas and Pinnell running record assessment, students are given questions to answer and produce written pieces of work. Rubrics are used to assess students' writing pieces. A checklist appropriate for each individual student's proficiency level is used in order to evaluate ELLs in speaking and listening. Additionally, students are assessed through informal conferences and observations by their teachers on a daily basis. The NYC Performance Tasks are used in October and in May to assess student's writing ability/growth and are scored according to NYC Rubrics.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

a. We currently do not have any SIFE students in our school. However, the following programs and interventions are available should any SIFE students be enrolled throughout the school year: AIS programs, ENL afterschool program. In addition, teachers

would implement strategies to help these students move forward such as establishing partnerships within classrooms. Flexible and differentiated groupings would be established to meet these students' needs . ENL and AIS teachers could push-in to provide additional support for these students. At-risk counseling would be provided by our Guidance Counselor and Parent Coordinator would become a home-school liaison to enhance the partnerships between the school staff and the child's family.

b. Newcomers are paired with a "buddy" that speaks their home language, if possible. Newcomers meet with the school counselor and ENL teacher in order to help ease the transition into a new country and school. The ENL teacher works alongside the classroom teacher to help make lessons comprehensible to newcomer students.

c. Developing ELL students are also paired with a partner in class that can serve as a language role model, a student who shows commanding proficiency of the English language. The classroom teacher and ENL teacher plan for multiple entry points in their lessons in order to help foster the language development of these developing ELL students.

d. Long term ELL's schoolwork is evaluated to see which modalities are in need of improvement. The ENL teacher then focuses on improving students' skills in these areas (listening, speaking, reading, or writing.)

e. Former ELLs are serviced for 90 minutes a week by the ENL teacher. The ENL teacher works alongside the classroom teacher to determine areas that these students needs improvement in. The work is differentiated depending on what the students needs to work on. The ENL teacher will provide services to these students by co-teaching with the classroom teacher through a push in model.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Should a parent initiate re-identification of a student as ELL or non-ELL, if an appeal is approved, data will be collected to make sure that the student's academic progress has not been adversely affected by the re-identification. Reading levels, class tests, math assessments, writing pieces will all be evaluated and compared to the scores that the child received before the re-identification process. The principal will review the re-identification process decision ensuring that the student's academic progress has not been affected. The principal will meet with classroom teacher, the ENL teacher and the parent review the student's academic progress.

8. 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 that are trained in Wilson and Foundations work with students that need additional 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, manipulatives, thinking maps, and scaffolding are utilized to help provide access to academic content area and to accelerate English language development for these students.

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

Our school uses a combination of a 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. As a special education team we meet to discuss the present levels of performance for each student who has an IEP. Based on the child's performance they are then flexibly programmed throughout the day to participate in the General Ed curriculum alongside their non-disabled peers. This consists of students in multiple settings throughout the day, ie. 12:1 for math and ICT for ELA.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

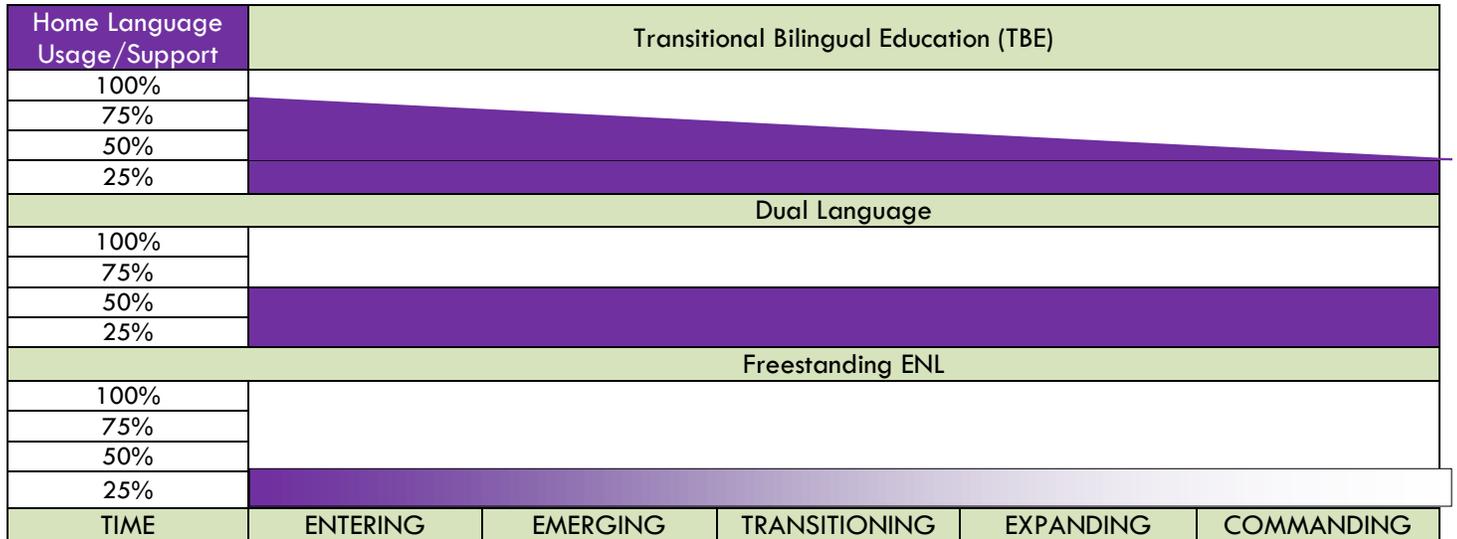


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 include enVisions (each student has an individual account and login), Raz-Kids, BrainPop, BrainPOP ESL, Foundations, SETSS, Speech Therapy, Occupational Therapy, Physical Therapy, as well as the after school ESL program that takes place once a week. Native language support is provided when necessary to students for the content areas. Students will use the enVisions Diagnostic Tools to differentiate math instruction for our ELL students. Hands on projects and internet websites (visuals) will help students understand the Social Studies topics. Foundations is used to assist students struggling with phonics and sight words, handwriting, decoding, and reading fluency. Since our science teacher has the unique opportunity to work in the computer lab, she is able to modify her instruction to include computer programs such as Sammy's Science House and online websites to support her instruction. The science and math textbooks can be viewed online and students can watch videos to assist with their learning both in school and at home. Both the math and science programs also have online components which emphasize vocabulary development where the students can see and listen to the new words along with definitions. Students requiring native language assistance are provided with iPads in order to assist them with their translations needs (google translate).
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

A large percentage of our ENL population is from the younger grades (K-2). As the students progress year after year, more students become proficient and test out of the ENL program. Differentiation and multiple entry points are used school wide in order to continuously meet the needs of our ELLs. The ENL program is very successful in meeting the needs of our ELLs in both content and language development. The ENL teacher and the classroom teacher work together to make certain that students are afforded the opportunity to learn both social and academic, content specific vocabulary and language use. The data used to determine the effectiveness from the program are ELA, and Math state scores, NYSITELL and NYSESLAT results. At the beginning of the school year, all teachers are provided with the proficiency levels of the students that are considered ELLs in their class. There are many assessments that are used throughout the school year by both the classroom teacher and the ENL teacher. These assessments include topic and benchmark tests in enVisions math, writing assessments, Fountas and Pinnell reading assessments, and teacher created tests for different subject areas like science and social studies.
12. What new programs or improvements will be considered for the upcoming school year?

We currently use ReadyGen reading and writing program. This year we will supplement it with Teacher's College Writing Units. There are other programs that we are currently researching that we will consider for the upcoming school year.
13. What programs/services for ELLs will be discontinued and why?

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

ELLs are afforded equal access to all programs that the school offers. Students are invited to participate in the AIS afterschool program. During the school day the ENL teacher provides remedial reading instruction and vocabulary development. All school programs offered to non-ELL students are also offered to ELL students. These include the after school Family Academy, After School Remedial Programs, Enrichment Programs such as Art, Music and grade performances which are afforded to the entire school population. Our ENL teacher contacts parents to encourage them to become a part of the school community and take part in these activities throughout the year.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Some examples of instructional materials in the ENL 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. The after school program focuses on language development and acquisition through the use of literacy. Ipads are given to students needing additional language support. These students have access to Google Translate, and bilingual picture dictionaries on the iPad. DuLingo is another program that is used to provide Native Language support.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

There are bilingual picture dictionaries provided to students that need home 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 ENL. We also have an international feast day which incorporates cultural performances as well as foods native to the children's various cultures. Native language support may be given in the Free Standing ENL programs in a variety of ways. Native language libraries and textbooks are available for ELLs who require their support. Technology based programs such as Rosetta Stone also offer native language support. In addition, classroom and support teachers may give native language support to individual students on a case by case basis.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services/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. The assignments can be varied based on individual student's need. The ENL teacher and our Special Education Liaison meet weekly to discuss students' needs and ensure that resources support their needs within all classroom settings. Teachers work together to scaffold and differentiate activities for all students so that each student is performing at his/her maximum potential. All required support services and resources for ELLs are determined according to the individual students' grade and ability as indicated by their NYSESLAT results. Student peers provide assistance to students who speak the same language when possible.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Families of ELL students are always welcome into our school to meet with teachers and ask questions 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 invited to attend the afterschool ELL program which offers enrichment in English Language acquisition. The Principal, Assistant Principal, parent coordinator, guidance counselor and ENL teacher are all involved in these workshops.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ENL teacher will attend a monthly meeting with the DOE. She will turn-key this information with the staff during Monday afternoon professional learning sessions every month. Monthly congruence meetings are held between ENL teacher and classroom teachers. Updates on ENL methodologies, policies and testing are reviewed by the ENL teacher and administration and then shared with all staff members. In April the ENL teacher will discuss the NYSESLAT with the staff and provide training to those teachers who will be administering it alongside her. Prior to the NYS ELA, Math and Science assessment the ENL teacher will review accommodations that students have available to them.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers of ELLs are encouraged to attend PDs and workshops provided by the DOE. They are also encouraged to research on EngageNY and speak with the ENL teacher on strategies and methods that they can incorporate into their classroom. The ELL teacher attends the same PD that classroom teachers do regarding the Common Core Learning Standards. These Professional Learning sessions cover Ready Gen and the enVisions math program, which are aligned with the Common Core. A presenter from the enVisions math program works with our school and the ENL teacher has an opportunity work with her to make sure that the program supports the ELL students' needs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Excellent communication between PS 191 and our middle school ensures a smooth transition for our graduates, with the help and support of the school guidance counselor.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.
The ENL 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 ENL teacher attends DOE and district meetings, and then turn-keys the information to the entire staff. Updates on ESL methodologies, policies and testing are shared with the staff during professional days and staff conferences. 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. In order to ensure that the required percentage of time is spent conducting professional development, records of agendas and attendance sheets are kept on file.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ENL teacher and the Parent Coordinator work together to schedule annual individual meetings with parents of ELLs to discuss the goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. These meetings are scheduled after school hours, at a time that is convenient for the parents. Translators are scheduled to be in the school building during these meetings.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are involved throughout the entire school year at PS 191. Information is sent home in translated versions or stamped indicating for the parents to have the information translated.

The following is a list of workshops for parents:

September 2015: Orientation for newcomers - ongoing

October 2015: Homework help/strategies (update on continuing students)

November 2015: Workshop for reading; International Food Festival

January 2016: Vocabulary enrichment, helping at home

February 2016: Preparing for NYS Exams (ELS & Math) - Overview of exams helping at home

April 2016: Talent Show

May 2016: 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:

Family University: Parents along with their children are invited to attend monthly learning sessions with teachers to focus on the ELA/Math skills being taught.

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/Celebration (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. Translators are hired during parent teacher conferences to aid in translation needs for parents. The over the phone translation services that are provided by the DOE are also used if necessary.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We are currently looking into finding agencies or Community Based Organizations in the area that would be willing to provide workshops or services to parents of ELLs.
5. How do you evaluate the needs of the parents? We collect data and have conversations with parents at workshops. The parent coordinator sends out surveys to get feedback on ENL programs offered at school and their communication preferences. We have additional resources listed in our Bi-Monthly Parent Newsletter and we are constantly communicating through their teachers on Tuesday afternoons to find out their needs and help address them. As always, we offer translation services to any parent that requires them.
6. How do your parental involvement activities address the needs of the parents?

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. As mentioned previously many parent workshops are offered that involve our ENL population .This year our school has created a PS 191 Family University where parents and students attend tutoring classes each month to review the concepts that are taught in class so that families have a better understanding of the academics that their children should be mastering. This allows for collaboration between families that speak the same language to bond.

D. Additional Information

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

Paste response here:

School Name: The Mayflower School

School DBN: 26Q191

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Ranieri	Principal		
Meredith Broxmeyer	Assistant Principal		
MaryAnn Geniti	Parent Coordinator		
Helen Parliaros	ENL/Bilingual Teacher		
Simran Bansal	Parent		
Janine Pennisi, ELA	Teacher/Subject Area		
Ryanne Dunbar	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **26Q191** School Name: **The Mayflower School**
Superintendent: **Danielle Giunta**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The ENL 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 Identification 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. In order to determine the language preferences of the parent community, the RAPL report in ATS is generated. This report is used along with the information taken from the Home Language Identification Survey and the information found on the Student Emergency Contact cards.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The majority of our parents prefer English for both written and oral communication. A select few have indicated that they prefer Hindi and Chinese.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents that require translation are newsletters, school calendars (distributed at the beginning of the school year), announcements for parent-teacher conferences (sent home before each conference), information about after-school programs (distributed prior to the start of the after-school program), New York State testing dates, and important notices that are sent home throughout the entire school year. In order to identify the language preferences of our parents, the RAPL report is generated in ATS. This report is used in conjunction with the information that is taken from the Home Language Identification Survey, and the information listed on student emergency contact cards.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal face-to-face meetings that our school will have throughout the school year include a September evening parent conference, in which families are invited to visit with their child's teacher to review the curriculum for their child's grade level, parent teacher conferences in November, December, and May and a curriculum fair in June. If calls to parents from the classroom teacher, attendance teacher or guidance counselor need to be made, the over the phone translation services may be used if necessary.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 these documents 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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Most parents have informed us that they have family members or friends that are able to provide translations for them. 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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our school ensures that all staff members are aware of how to use translation services and the over-the-phone interpretation services. This information is presented each year to our staff members at our first staff meeting of the year. The information is also given to the staff members on a memo that they receive each year.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

A Welcome Poster is located near the front entrance so that it is clearly visible to parents. A Language ID Guide is also located at the front security desk as well as in the main office. We provide parents 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.

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 the parents of our school community.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school will use the parent surveys that are given to the parents during the first back to school night in September and then again in January to gather the feedback from parents that will allow us to determine their opinion about the quality and availability of translation and interpretation services. We also review the results of the yearly Learning Environment Survey that parents complete for the DOE. We have an open door policy and parents can speak to the Principal, Assistant Principal, ENL teacher, other staff members along with our Parent Coordinator to ensure that their needs are being met.