



**P. S. 189
THE BILINGUAL CENTER**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 17K189
ADDRESS: 1100 EAST NEW YORK AVENUE,
BROOKLYN, NY 11212**

**TELEPHONE: 718.756-0210
FAX: 718.604-1865**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 189 **SCHOOL NAME:** The Bilingual Center

SCHOOL ADDRESS: 1100 East New York Avenue

SCHOOL TELEPHONE: 718.756.0210 **FAX:** 718.604.1865

SCHOOL CONTACT PERSON: Berthe G. Faustin **EMAIL ADDRESS:** BFausti@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Michael Roett

PRINCIPAL: Berthe G. Faustin

UFT CHAPTER LEADER: Michael Roett

PARENTS' ASSOCIATION PRESIDENT: Charmaine Hoyte

STUDENT REPRESENTATIVE: N/A
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 17 **SSO NAME:** Empowerment

SSO NETWORK LEADER: Elvira Barone (19)

SUPERINTENDENT: Rhonda Hurdle Taylor

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

(Add rows, as needed, to ensure all SLT members are listed)

Name	Position and Constituent Group Represented	Signature
Berthe G. Faustin	*Principal / Administrative, Support Staff	
Michael Roett	*UFT Chapter Chairperson, Teachers, Paraprofessional, DC 37	
Charmaine Hoyte	*PA/PTA President, Title 1 Parent Representative	
Yvette James	Middle School Parent Representative	
Rozevel Jean-Baptiste	Cluster Teachers, ELLs	
Marie Pointdujour	Elementary School Teacher	
Sherah Sutherland	Middle School Parent	
Joesmi Fermin	Elementary School Parent, Bilingual Parent Representative	
Sancha Browne	Middle, Special Needs (G&T, Spe. Ed. Programs)	
Barbara Pennycooke	Elementary School Parent	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P. S. 189 The Bilingual Center is a Title I school located in an inner city neighborhood in Brooklyn, New York. It services a diverse population of approximately 1200 students mostly of African-American, Haitian, Afro-Caribbean, and Hispanic backgrounds. The building, which is undergoing major renovations, is over-utilized and lacks adequate gym facilities.

The school is organized into 47 classrooms: 4 Kindergarten classes, 5 classes at each grade level from 1st to 8th, and 3 self-contained special education classes (2 elementary monolingual, and 1 elementary Spanish bilingual). Two-year looping cycles are implemented in all grades except Kindergarten. In addition to the three self contained classes, the Special Education program, which services approximately 10% of the population, includes Special Education Teacher Support Services in English and Haitian Creole, speech and language therapy in Spanish, counseling in Spanish and Haitian Creole, and Collaborative Team Teaching for Spanish speakers in grades 3 and 4.

Dual Language (DL) classes in Haitian Creole and Spanish, and Gifted & Talented (G&T) classes were implemented in the lower grades in 2005. These programs expand to a new grade level every year. Currently, the Dual Language programs have been implemented up to the fourth grade, and the Gifted and Talented up to the fifth grade.

In grades 5 to 8, two classes at each grade level provide bilingual services, one in Haitian Creole and one in Spanish. A freestanding ESL program services English Language Learners who are not in the bilingual program.

Foreign language instruction is offered across all grades in Spanish and French, and in Latin to grades 5 & 6. Foreign language instruction for K-6 grade students is integrated with the Social Studies curriculum. In grades 7 and 8 it is based on the New York State's foreign language standards and it prepares students to take the NYS Foreign Language Regents.

Students in the Middle School receive instruction in a departmentalized setting with specialty teachers in all major subject areas. Students are accelerated for Regents exams in science and mathematics. In science, 7th graders take the ILST assessment; this same group also takes the Living Environment Regents. Thus, in grade eight, students can prepare for and take the Earth Science Regents Exam. An extended day program prepares students for the NYC Specialized High School exam.

Technology is infused into all curricular areas through the use of in-classroom computers, the computer lab, and the science lab. In addition, P.S. 189 participates in *iTeach-iLearn*, a DOE pilot project that promotes student achievement by integrating technology into the curriculum.

The school has a strong arts program that focuses on assisting all students achieve basic competence in the arts while providing those who demonstrate a proclivity the opportunity to excel. The expectations for what students learn and are able to do in the arts are derived from the National Standards for Arts Education and on the New York States Arts Standards. Our four full-time arts teachers (music, vocal, visual arts, and dance) rotate instruction to K-8th grade students.

P.S. 189 provides an extensive enrichment program through after-school clubs. Clubs include debate, band, guitar, choir, dance, wrestling and Double-Dutch. Currently, P.S. 189 works with several organizations/partners. The ARISTA Junior Honors Society rewards academic excellence for 7th and 8th graders. Australia United States Services in Education (AUSSIE) consultants help implement balanced literacy and mathematics. The Brooklyn Conservatory of Music conducts in-school residencies that foster the development of literacy through the arts in grades K to 4. The BETACS provide technical assistance with issues pertaining to the bilingual programs. The Lorraine Monroe Leadership Institute conducts a youth mentoring program that culminates in an annual student leadership conference. The Boys Scouts of America conduct weekly programs to promote responsible citizenship, character development, and self-reliance.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 189 Lincoln Terrace								
District:	17	DBN:	17K189	School BEDS Code:	331700010189				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded		
	2	√	6	√	10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		94.6	94.4	94.9		
Kindergarten	83	77	80						
Grade 1	121	125	113	Student Stability - % of Enrollment:					
Grade 2	133	130	116	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	132	136	142		96.0	95.9	93.7		
Grade 4	136	136	142	Poverty Rate - % of Enrollment:					
Grade 5	113	126	141	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	128	128	145		88.1	82.1	82.1		
Grade 7	145	128	136	Students in Temporary Housing - Total Number:					
Grade 8	156	137	123	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	0	0	0		13	3	21		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	0	0		45	48	46		
Ungraded	0	2	0	Special Education Enrollment:					
Total	1147	1127	1133	(As of October 31)	2006-07	2007-08	2008-09		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	24	34	33	Principal Suspensions	45	41	49		
# in Collaborative Team Teaching (CTT) Classes	4	5	7	Superintendent Suspensions	32	16	27		
Number all others	41	53	53	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Early College HS Program Participants	0	0	0		
(BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	210	167	240	Number of Teachers	72	78	75		
# in Dual Lang. Programs	53	68	93						
# receiving ESL services only	21	25	26						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	19	1	2	Number of Administrators and Other Professionals	8	13	14
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	7	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	2	2	2	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	66.7	70.5	72.0
				% more than 5 years teaching anywhere	61.1	59.0	61.3
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		83.0	81.0	83.0
American Indian or Alaska Native	0.1	0.3	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.9	93.9	98.3
Black or African American	75.4	76.0	74.4				
Hispanic or Latino	22.4	22.2	24.1				
Asian or Native Hawaiian/Other Pacific Isl.	1.5	1.2	0.5				
White	0.6	0.4	0.2				
Male	50.6	52.1	51.0				
Female	49.4	47.9	49.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:

Elementary/Middle Level

ELA:	IGS
Math:	IGS
Science:	IGS

Secondary Level

ELA:	
Math:	
Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	√	√	√			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Other Groups						
Students with Disabilities	√SH	√	-			
Limited English Proficient	√	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	6	6	5	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	97.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	12.6	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	25	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	50.1		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	9.8		

KEY: AYP STATUS

√ = Made AYP
√ ^{SH} = Made AYP Using Safe Harbor Target
X = Did Not Make AYP
- = Insufficient Number of Students to Determine AYP Status

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
▶ = Underdeveloped with Proficient Features
√ = Proficient
W = Well Developed
◇ = Outstanding
NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

P.S. 189's greatest accomplishment is the significant progress in English Language Arts in 2008-09. 81.6% of students in grades 3-8 are performing at level 3 or 4. Results for all tested students indicate a 58.7 decrease of students performing at levels 1 and 2, and a 58.7% increase of students performing at level 3 and 4 schoolwide. In spite of this achievement, only 61.4% of all tested students made a year's progress. Of our level 1's and 2's, 85% made a year's progress, and only 34% of our level 3's and 4's made a year's progress. Hence, the school's focus for academic year 2009-2010 in ELA is to increase the number of all students making a year's progress.

Another significant accomplishment is the progress in Mathematics in 2008-09. Approximately 94% of students in grades 3-8 are performing at level 3 or 4. Results for all tested students indicate a 5% decrease of students performing at levels 1 and 2, and approximately 60% increase of students performing at level 3 and 4 schoolwide. In spite of this achievement, only 72% of all tested students made a year's progress. Of our level 1's and 2's, approximately 90% made a year's progress, and only 40% of our level 3's and 4's made a year's progress. Hence, the school's focus for academic year 2009-2010 in math is to increase the number of all students making a year's progress.

Class size has been our greatest barrier to continued student success. This trend has peaked this year with some class registers as high as 36 students. In addition, the city's current fiscal crisis has imposed further constraints in our ability to reduce student-teacher ratios.

A significant aid to our success has been and continues to be the commitment and dedication of our staff. Our achievement is also attributable to the stability of our leadership team with our current principal in this assignment for seven years now. We believe this continuity has anchored the school and has helped it navigate through the many organizational changes the Department of Education has undergone.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. ENGLISH LANGUAGE ARTS

After conducting our needs assessment, the school progress report showed that a significant number of students failed to make a year's progress in ELA. As a result, we have made progress in ELA one of our priority goals for the 2009-10 school year.

By June 2010, 68% of all students in Grades K-8 will make one year's progress in English Language Arts as measured by the New York State ELA exam and guided reading levels by a 6% increase from spring 2009.

2. MATHEMATICS

After conducting our needs assessment, the school progress report showed that a significant number of students failed to make a year's progress in mathematics. As a result, we have made progress in mathematics one of our priority goals for the 2009-10 school year.

By June 2010 97% of all students in Grades K-8 will make one year's progress in Math as measured by the New York State Math exam and school development exam by 3% increase from spring 2009.

3. DATA

Our needs assessment revealed that the majority of students performing at level 3 and 4 did not make a year's progress in ELA and/or math. As a result, we identified use of data and differentiation as one of our priority goals for the 2009-10 school year.

By June 2010, 80% of all classroom teachers will use data to deliver differentiated instruction as evidenced by a 6% increase in the number of all students making one year progress in English Language Arts and 3% in Mathematics.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): 1. English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 68% of all students in Grades K-8 will make one year’s progress in English Language Arts as measured by the New York State ELA exam and guided reading levels by a 6% increase from spring 2009.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide professional development for the 2nd year implementation of 100 Book Challenge- independent reading program. (17 sessions from Sept. to June) <input type="checkbox"/> Provide for a minimum of 15 minutes of independent reading in class in addition to at home reading. (Daily) <input type="checkbox"/> Track the amount of time students spend reading appropriately leveled books on Kidpace – data management system (Weekly from September to June) <input type="checkbox"/> To provide professional development to support teachers in the use of Kidpace, data collection system (Nov. 2009) <input type="checkbox"/> To raise the level of literacy instruction for all students through the effective use of data to inform small group instruction (Sept.- June) <input type="checkbox"/> To have all teachers of English Language Arts involved with inquiry work aimed at identifying differentiated instructional practices that will move target students to higher levels of reading achievement. (Oct. – June) <input type="checkbox"/> To provide extensive professional development on Acuity for teachers in grades three to eight by the administration and coaches to understand tools to analyze data and create small groups. (Sept. – June) <input type="checkbox"/> To extend professional development for the teachers on the organization of conference notes, conferring, small group instruction via strategy lessons and guided reading. (Dec. – Feb.) <input type="checkbox"/> To provide opportunities to meet with teachers on a grade or individually to plan instruction based on the findings. (Monthly) <input type="checkbox"/> To conduct walkthroughs to monitor implementation and provide feedback. (Weekly) <input type="checkbox"/> To analyze running record summary sheets quarterly, to monitor progress. (Sept., Nov., March, June) <input type="checkbox"/> Provide authentic opportunity to write critical responses to literature for publication in the school newspaper (Bi-annually) <input type="checkbox"/> To continue the after school debate team. (Weekly) <input type="checkbox"/> To continue the yearbook committee to empower eighth grade students to write, illustrate, photograph for their own yearbook, providing an opportunity to have a real world literary experience. (March – June)

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

- Weekly Title I
- Weekly Title I SWP
- Weekly Tax Levy – Fair Student Funding
- Weekly Contract For Excellence

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Weekly monitoring of “reading steps” time spent reading by every student
- Quarterly monitoring of reading progress from running record class roster
- End of Year Progress on summative assessments made by all students including the highest achieving students
- On-going formal and informal observations of data driven instruction in the classroom
- Regular monitoring of Small group differentiated instruction in classrooms
- Monthly review of Inquiry work by grade
- Monthly review of Teachers’ participation in professional development activities on assessment tools and data driven instruction
- On-going Analysis of student work

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): 2. Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010 97% of all students in Grades K-8 will make one year’s progress in Math as measured by the New York State Math exam and school development exam by 3% increase from spring 2009.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>To raise the level of student learning through the use of data to inform instruction, especially in a way that is rigorous and differentiated. Our AUSSIE consultant will assist in building capacity by training all teachers in retrieving and analyzing data pertaining to their class and individual students. The analysis will be done even at a micro level so that student strengths and challenges are revealed by math strand (e.g., Number Sense & Operation), and by element with a specific band (e.g., addition of fractions with unlike denominators). This process is ongoing from September to June.</p> <p>To continue to support our teachers in all settings (mainstream, bilingual, and special education), especially, the new pedagogues and those who are new to our math culture. The human resources we will use for that endeavor include the Math Coach for professional development, demo lessons, and advice. Having teachers visit other classrooms for classroom management or best instructional practices constitute another form of support that we provide from September to June, as needed.</p> <p>To continue to refine our math culture that incorporate designing lessons that are interdisciplinary (between to differing disciplines) and intra-disciplinary (between two concepts within the same discipline), and guiding students into creating rubrics to analyze peers’ work. For this task, we envision students from Grades 3-8 under the leadership of the classroom teachers and the math coach from September to June.</p> <p>To provide specific professional development sessions such as Math Power ESL for a group of 6 -10 teachers of ELLs (Title I and SIFE) from January to February. Participants to these sessions will, in turn, apply the learned strategies in their classrooms and bring back student work for analysis and receive instructional suggestions from the Math Power ESL colleagues. These practices will be seamlessly infused into the daily lesson plans as opposed to frenetic test prep for several weeks before the standardized examinations.</p>

	<p>To have common-grade teachers (Grades1-8) of all settings (mainstream, bilingual, and special education) develop monthly tests mimicking the state format. By doing so, these teachers ensure that all students are held accountable for what has been taught in the grade for the month. This monthly assessment, in fact, starts with the diagnostic examination during the first school week in September. These monthly assessments last until June, despite the standardized state tests and the city periodic assessments.</p> <p>To keep on providing training for teachers on the use of Acuity and Smart Board to enhance academic productivity. Our AUSSIE consultant will assist in the training teachers on using these specific technologies retrieving and analyzing data pertaining to their class and individual students.</p> <p>To acknowledge / celebrate students' accomplishments through special treats like special trips. In fact, students of all settings(mainstream, bilingual, and special education) from testing grades (Grades 3-8) who have performed in ways that are satisfactory to the teachers and / the administrators are invited to go on a special trip with the classroom teachers after the results of the standardized examinations have been made public in June.</p> <p>To continue meeting regularly early (before school starts) on Friday mornings as a PD Committee from October to June. Made of lead teachers and administrators, the committee discusses current issues to ultimately improve instruction from September to June.</p> <p>To continue the learning-walks at different times of the day to ensure that stamina and teaching and learning has been maintained from 8:00 am until 3:10 (Tuesday –Thursday) or 8:00 am until 2:15 (Monday and Friday), and from September to June.</p> <p>To maintain our support programs / activity during off-hours and on Saturdays for our academically challenged students. Also, we invite those who have not made enough progress although they may be deemed at grade level as per the latest standardized tests.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ Title I ○ Title I SWP ○ Tax Levy – Fair Student Funding ○ Contract For Excellence

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

It has become part of our math culture to continuously assess students in all settings (mainstream, bilingual, and special education) and all grades (K to 8), as of the beginning of the lesson until the end. Our key assessment mechanism probes the ability of students to communicate and defend their ideas as a ritual imbedded in the daily lessons.

These afore-mentioned student knowledge is expected to be reflected on the city Periodic Assessment conducted about three times during the school year from December to May, in all settings (mainstream, bilingual, and special education) and all testing grades (3 to 8). Meanwhile, younger students of grades 1 and 2 in all settings (mainstream, bilingual, and special education) are periodically administered the MClass as formative assessment and Terra Nova as summative assessment.

Besides, the daily homework, the weekly quizzes, the school monthly examinations, the city periodic assessments, and the state standardized examinations, our students' learning are gauged through a battery of short-term and long-term (exit) projects and portfolio endeavors as well as student-teacher conferences / interviews from September to June. These evaluations are customized for particular grades since all the grades do not take the standardized tests because of their cognitive levels.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): 3. Data

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 80% of all classroom teachers will use data to deliver differentiated instruction as evidenced by a 6% increase in the number of all students making one year progress in English Language Arts and 3% in Mathematics.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Collect baseline and monthly data to identify students’ academic needs (September to June) • Provide opportunities for weekly common planning time where teachers are engaged in planning for differentiation of instruction through the use of data (September to June) • A.U.S.S.I.E consultants will provide professional development for a team of teachers to pilot new tools for collecting and analyzing data (October, February, May) • Professional development on Acuity and ARIS will be provided to help teachers in grades three to eight understand tools to analyze data and create flexible groups (September to June) • Students in grades 3 to 8 will write their own Smart goals to monitor their own progress (January to March)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> ○ Title I ○ Title I SWP ○ Tax Levy – Fair Student Funding

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- Monthly grade level exams and NYC interim exams (Acuity) will demonstrate increments of gains progressing to a 6% increase in the number of all students making one year progress in English Language Arts and 3% in Mathematics.
- Monthly review of lesson plans will demonstrate increments of gains progressing to 80 % of all teachers using data to differentiate instruction
- Quarterly formal and informal observations and weekly Learning Walks will be used to monitor the effectiveness of professional development activities.
- Student smart goals will demonstrate a progression towards achieving grade appropriate state standards.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	1	0	2	
1	0	0	N/A	N/A	2	1	2	
2	30	22	N/A	N/A	2	2	3	
3	45	38	N/A	N/A	4	3	2	
4	28	32		32	6	1	4	
5	28	27		27	6	4	2	
6	22	34		34	7	2	6	
7	25	28	12	32	8	1	5	
8	23	32	15	32	8	2	3	
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	One to one and small group instruction using Wilson, Primary Phonics, Social Studies Coach in grades 2-8. Instruction is delivered during class, extended day and through Saturday Academy.
Mathematics:	Mathematics is integrated with other disciplines, namely taught through Social Studies, Science, and Language Arts. Services are provided during school, during extended day and through Saturday academy. Skills are purposely imbedded into “greater mathematics”, and problems are made relevant to students’ life. Materials such as Great Source, Essential Skills, and remedial components of Everyday Math are used for instruction.
Science:	Small group instruction in grades 7-8 using Lab/Inquiry skills and content area reading.
Social Studies:	Social Studies instruction is integrated with ELA – Services are provided during regular school hours, extended day and through Saturday Academy – resources such as ELA materials through the content area. Social Studies Coach in grades 2 - 8 are used for instruction.
At-risk Services Provided by the Guidance Counselor:	One-on-one or small group sessions are provided on a needs basis. Academic achievements as well as attendance are also monitored.
At-risk Services Provided by the School Psychologist:	Crisis intervention, short term individual and group counseling, academic and behavior intervention planning. Services are provided during school hours.
At-risk Services Provided by the Social Worker:	One-to-one service is offered to children during school hours.
At-risk Health-related Services:	

Part B. Description of Academic Intervention Services

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

The Language Allocation Policy at PS 189, the Bilingual Center 2009-2010

As of October 2009, PS 189, the Bilingual Center has a population of 1230 students in Grade K to Eight. Approximately 285 students make up the English Language Learners population. Two classes at each grade level provide bilingual services in Haitian Creole and Spanish in grade six to eight. There is a small Push-In /ESL program for ELLs who are not in the Bilingual program. During the school year 2009-2010, P.S 189 continues its Dual Language program in Kindergarten to fifth grade in both Spanish and Haitian Creole. This program aims at developing students' proficiency in their first and second language.

Part I : School ELL Profile

A. Language Allocation Policy Team Composition

Here is a list of the LAP team members at PS 189: Berthe G Faustin, Principal , Frantz Lucius Assistant Principal, Sandra Soto ELA Coach, Archangelo Joseph Math Coach, Danielle Hyacinthe ESL Teacher , Marie Grand Pierre Guidance Counselor, Emmanuel Sannon Math Teacher, Charmaine Hoyte Parent , Judith D Campbell ELA/ESL Teacher, Yvy Richards Parent Coordinator, Josiane Anglade SETTS/AIS Teacher , Humbert Emmanuel Staff Developer/ELLs , Elvira Barone , Network Leader.

B. Teacher Qualifications

Note the following report on staff members' certifications:

Number of Certified ESL Teachers: 5

Number of Content Area Teachers with Bilingual Extensions : 2

Number of Certified Bilingual Teachers : 17

Number of Certified NLA/FL Teachers : 8

Number of Special Ed. Teachers with Bilingual Extension : 4

C. School Demographics

The **total number of students** in the school is **1230**. The total number of **ELLs** is **285**. The **ELLs** as share of the total student population represent **23.17 %**.

Part II:ELL Identification Process at PS 189

At enrollment, trained school staff members who are: the pupil personnel secretary, the bilingual parent coordinator (Spanish speaking), the bilingual/ESL (Haitian Creole speaking) teacher at the school meet with parents to make an initial determination of the child's home language. Members of the team interview and guide the parents in completing the Home Language Identification Survey (HILS) in a language of their choice. Once the ESL teachers at the school collect the HILS and determine that a language other than English is spoken at home , the Language Battery-Revised (LAB-R) that indicates the level of English proficiency, is administered within 10 days of admission. The Parent Survey and Program Selection forms are kept centrally in the main office with the students' files.

As students are determined to be eligible for language services, according to the LAB-R results, parents are notified of the results and invited to the parent orientations where they

receive information on services offered to English Language Learners (ELLs) and the choices of programs being offered by the New York City Public School to parents of ELLs. New ELL parents' orientation meetings are scheduled at the beginning of the school year and during the year to familiarize parents about the school system and the different programs that are offered. Entitlement letters, Parent Survey and Program Selection Forms, and Placement letters are readily sent or provided to parents during the orientation meetings. The translated materials allowed parents to understand better the information being given. Follow- up phone conversations with parents through the bilingual parent coordinator, or social worker or bilingual/ESL teacher ensure positive communication or returns of materials.

Letters of continued entitlement are sent to ELLS parents whose child did not score for proficiency on the New York State English as a Second Language Assessment Test (NYSESLAT). Parents are notified that these students continue to be entitled to the ELL services provided at the school. PS 189 has put in place supplemental programs as after-school and Saturday academy for grade three to eight, that offer the ELLS reinforcement in language instruction and skills and how to get ready for the NYSESLAT.

Part III:ELL Demographics

A.ELL programs

The Dual Language program (K-4) has: ___15___ in K, ___27___ in 1st grade, _30___ in 2nd grade, ___36___ in 3rd grade, ___51___ in 4th grade.

The Transitional Bilingual Education (5-8) counts: _33___ in 5th grade, _37___ in 6th grade, ___36___ in 7th grade, and ___22___ in 8th grade.

There is a total of 19 students grade 3,5,6,8 receiving ESL push-in/ pull-out services.

B.ELL Years of Service and Programs

Number of ELLs by Subgroups

Here is a list :

All ELLs: 283

Newcomers (ELLs receiving service 0-3 years): 196

Special Education: 17

SIFE: 60

ELLs receiving service 4-6 years: 87

Long-Term (completed 6 years) : 12

C. Home Language Breakdown and ELL Programs

In the Transitional Bilingual Education program, the number of ELLs by grade in each language group is as follow:

Spanish grade 5: 25, grade 6 : 20, grade 7: 12, grade 8 : 16 , Total: 71.

Haitian Creole grade 5: 14, grade 6: 21, grade 7: 23, grade 8: 7, Total : 65

Total number of ELLs in TBE is 136

In the Dual Language (ELLs/EPs) program, the number of ELLs by grade in each language group is as follow:

Spanish : Kindergarten ELL :9, EP: 15; Grade 1: ELL : 20, EP : 11; Grade 2 : ELL : 20, EP : 10, Grade 3 ELL:19, EP : 6, Grade 4 ELL 22, EP : 8

Haitian Creole: Kindergarten : ELL:3,EP:13, Grade 1 : ELL :6, EP :12, Grade 2 : ELL : 7, EP : 12, Grade 3 ELL :13, EP : 7, Grade 4 ELL :21, EP : 13
In the ESL program one student speaks Bengali and another one speaks Arabic.

Programming and Scheduling Information

The average class size in K through 3rd grade, following the Early Grade class size reduction program is 28. The average class size in fourth through eighth grade is thirty (30) students. Students are heterogeneously grouped within each grade. Students at the elementary level (K-6th) receive instruction in self-contained classrooms that utilize clusters to enrich the curriculum. Students in the Middle School (7th-8th) receive instruction in a departmentalized setting with specialty teachers in all major subject areas. The school provides standards-based literacy instruction in the native language and in English for the duration of students' education in the Transitional Bilingual Education program or the Dual Language Program or the ESL program. They follow the Language Allocation distribution at the various stages of beginner, intermediate, and advanced levels. Instruction in English increases as students develop fluency in English.

Students in the bilingual classes follow the 90 minutes period of literacy instruction, often referred as the block model. They receive instruction in ELA, native language and math, using the workshop model. Further, in accordance with CR Part 154, students at the beginning/intermediate levels receive at least 360 minutes of ESL, and 180 minutes of ELA at the advanced level.

Using the data from Acuity with the assessments such as LAB-R, the NYSESLAT, the Standardized or Interim tests, the school will make informal decisions on language use for subject area instruction as well as language development. Instructional units will be designed to meet performance standards for each grade level, while attending to the needs of students. These units will provide differentiated instruction to groups of students by levels of language fluency and academic proficiency in the content area..

Beginners ELL students in the Transitional Bilingual program receive 40% of instruction in English; Intermediate Ells are taught in English half of the time(50%), and Advanced Ells receive most of their instruction in English(75%). The Dual Language program follows the 50:50 Model, in which the amount of instructional time is equally divided between the two languages at each grade level.

- **Planning for ELLs**

The major area of concern at Public school 189 is improving the achievement levels of all students including our English Language learners (Ells) as measured by State and City standardized assessments. The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance , implementation of effective strategies for meeting the needs of ELL, and providing intensive professional development for teachers in specialized strategies to meet the needs of special populations, small group strategies, classroom management, differentiated instruction and the use of hands-on and project-based.

The LAP implications for instruction will be as follow:

- ELA teachers working with Ells team up with Bilingual teachers for investigation and application of best practices for sustaining and accelerating the achievement of Ells.
- Continue to follow Children's First Initiative Curriculum using the balanced literacy approach to literacy and native language instruction.
- Bilingual and ESL teachers will reinforce the understanding of the learning strategies that will prepare Ells to think critically, solve problems and communicate better.

- All Ells have access to leveled libraries in English and the native language.
- Ongoing assessments of students in academic areas as well as language development. [NYSESLAT, Interim Assessments, Monthly Tests, etc.]
- Academic Intervention Services (AIS) target students at the Intermediate/Advanced levels to move them to the Advanced/Proficiency levels.
- Administrators and Teachers will focus on a systematic application of the curriculum mapping in ELA, ESL and subject areas as mathematics, science, social studies, technology and foreign languages as French and Spanish.

Current strategies for improving instruction and student performance in English language arts include the implementation of a Balanced Literacy approach for reading, which consists of : independent/paired reading, shared reading, guided reading literacy centers, literature circles, writer’s workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. This approach will be continued in the 2009-2010 school year and is implemented during the daily, 90 minutes literacy blocks. Instruction in the content areas is delivered both in English and in the native language. Classroom libraries, small class sizes, academic support personnel (paraprofessionals included) in the classroom, and a full-time reading coach will further support literacy instruction. Ell students will also receive supplementary services through the Title III Saturday Academy and the SIFE (Students with Interrupted Education) after-school program

To address the needs of ELL Students with Interrupted Education, the SIFE after-school program will focus on developing and supporting students’ core academic language in L2 and in L1, and providing venues to accelerate the cognitive competency in learning the tested content areas. Teacher will identify the skill areas that need to be developed and prioritize the schedule of instruction with the students. Coordination of Title III and SIFE will allow for smaller teacher to student ratio for Ell SIFE Long Term students.

Further our Long Term Ell students participate in all the Academic Intervention Services provided at the school (example: Saturday Academy).About thirty of our students are designated as long term Ells. Particular attention is paid to their needs, through at-risk intervention, group advisory, parent workshop, and academic intervention services.

We have one bilingual special education (Spanish),and two regular self-contained classrooms with ESL Special ED, serving about 25 students. These students participate in all the AIS and some are “ mainstreamed” for the content area subjects as science or math.

P.S 189 recognizes that families and other community members are a vital part of all students academic and social success, and consider family involvement an essential ingredient for a successful educational program. To support parent involvement efforts, a parent coordinator has been assigned to the school. The parent coordinator keeps contact with all parents, invite them to visit the school, inform them about various workshops designed specifically for parents. Such workshops include computer classes, parenting classes, the school curriculum, assessments: standards, interims, etc, school discipline and dress code. Parents of Ell students receive school related materials in English and the other language they understand, mostly Spanish or Haitian Creole. New Ell parents’ orientation meetings are scheduled at the beginning of the school year and during the year to familiarize parents about the school system and the different programs that are offered. These meetings are also available in the parents’ home language. The school, in partnership with HAUP, a non- profit organization, provides evening ESL and citizenship classes for parents four times a week.

The LAP implications for Professional Development support effective delivery of instruction and indicate:

- Intensive professional development provided to the entire staff by administrators, instructional specialists, coaches, Ells specialists in ELL strategies and standards.

- Training on the components of a comprehensive balanced literacy program using the workshop model.
- Application of the workshop model with English as a Second Language and ELA scaffolding instruction
- Methods of assessments of content-area learning and language development
- West Ed. QTEL training for Bilingual, ESL, ELA teachers and content area teachers working with Ells
- Collaboration with TeachFirst, a professional development organization that believes teachers' skills are the key to student learning and success.

Part IV : Assessment Analysis

A. Assessment Analysis/Overall NYSESLAT Proficiency Results /Spring 09

Number of ELLs who scored at the Beginning level (B) : Grade 1 :14, Grade 2 : 11, Grade 3:18, Grade 4: 7, Grade 5: 10, Grade 6: 4, Grade 7: 3, Grade 8: 4 .

Number of ELLs who scored at the Intermediate level (I) : Grade 1: 6, Grade 2: 6, Grade 3: 9, Grade 4 : 13, Grade 5: 10, Grade 6: 8, Grade 7:11, Grade 8: 7.

Number of ELLs who scored at the Advanced level (A) : Grade 1:1, Grade 2: 5, Grade 3: 5, Grade 4: 19, Grade 5: 12, Grade 6: 17, Grade 7: 17, Grade 8: 8

NYSESLAT Modality Analysis

Modality Aggregate: Listening/Speaking

Number of ELLs who scored at the Beginning level : Grade 1: 2, Grade 2: 5, Grade 3: 5, Grade 4: 1, Grade 5: 6, Grade 6:2, Grade 7:1.

Number of ELLs who scored at the Intermediate level: Grade 1:10, Grade2:8, Grade3:2, Grade 4:5, Grade5:5, Grade 6:8. Grade7: 9, Grade 8: 1.

Number of ELLs who scored at the Advanced level: Grade 1: 9, Grade 2:9. Grade 3:19, Grade 4:20, Grade 5: 16, Grade 6: 21,Grade 7:15, Grade 8:8.

Modality Aggregate:Reading/Writing.

Number of ELLs who scored at the Beginning level: Grade 1: 9, Grade 2: 10, Grade 3: 15, Grade 4: 15, Grade 5: 11, Grade 6: 4, Grade 7: 4, Grade 8: 2.

Number of ELLs who scored at the Intermediate level: Grade 1: 9, Grade 2: 10, Grade 3: 15, Grade3:6, Grade 4:6, Grade 5:11, Grade 6:4, Grade7:4, Grade 8:2.

Number of ELLS who scored at the Advanced level: Grade1 : 0, Grade 2: 3, Grade 3:5, Grade 4: 15, Grade 5:7, Grade 6: 12, Grade 7:9, Grade 8: 8.

Report on the NYS ELA :

Grade 3 : Level 1 : 2, Level 2 : 8 , Level 3 : 17 , Level 4 : 2. Total : 29

Grade 4 : Level 1: 2, Level 2 : 10, Level 3:14 .Level 4

Grade 5 , Level 1: 0, Level 2:3, Level 3 :20, Level 4 :2

Grade 6: Level 1 :0, Level 2: 5, Level 3: 19, Level 4 : 0.

Grade 7 : Level 1 : 0, Level 2: 11, Level 3: 12, Level 4 : 1

Grade 8 : Level 1 : 0, Level 2 : 14, Level 3: 5, Level 4 : 0

NYSAA Bilingual Special Ed. : Level 1 :2, Level 2 : 5, Level 3 : 2, Level 4:0.

Report on the NYS Math :

Grade 4 : Level 2 : 4, Level 3:25, Level 4: 5

Grade 5 : Level 1 :3, Level 2 :5, Level 3 : 18, Level 4 :2.

Grade 6: Level 1: 1, Level 2 :4, Level 3 : 14, Level 4 : 11

Level 7 : Level 1 :0, Level 2 : 2, Level 3 : 7, Level 4 : 11.

Level 8 : Level 1: 0, Level 2 ; 3, Level 3 : 11, Level 4 : 2.

Report on the NYS Science

Grade 4: Level 1/NL :1, Level 2 NL: 7, Level 3:English :2- NL :10; Level 4: English:3, NL:14.

Grade 8: Level 2 : English :6 , NL: 1, Level 3 : NL: 15, Level 4: English : 2, NL : 6

Report on the NYS Social Studies

Grade 8 : Level 1: NL :3, Level 2: English:8,NL:4, Level 3: English :8

(b) The Title III Saturday Academy will target all ELLs, in grades three to six, with a year in the public school system. These ELLs will be taking the ELA Exam for the first time. The program will also target the ELL students from grades three to six who are not required to take the ELA Exam. These are students who have been in the New York schools for less than a year. These students are performing at the beginning and low intermediate level.

(c) The SIFE Program will target ELLs in grades 7-8 for additional support to meet the standards in ELA, Math and Science.

The Saturday Program will meet for approximately 24 Saturdays, from 9 a.m. to 12 p.m., beginning Saturday October 3, 2009 and ending Saturday May 15, 2010. The program will service about 150 students at a ratio of 20 students per teacher with a total of seven teachers. This program will seek to individualize instruction and meet the diverse emotional, social and academic needs of our ELL population. Our instructional model will use both English and the student's native language to improve academic and social language skills. To achieve this purpose various programs and activities will be implemented. These programs include the "Math Power ESL," "Award Reading" and the "Benchmark Education Program."

The Math Power ESL is a customized version of *Math Power: A Course for Teachers*. Espousing the Piagetian Constructivist Philosophy, "Math Power ESL" is anchored on the *New York City Performance Standards*, the *New York State Core Curriculum* and the *National Council of Teachers of Mathematics (NCTM) Principles and Standards for Mathematics*. It also draws from theories of language acquisition, the SIOP (Shared Instruction Observation Protocol), which is a component of the AAEM (Accelerated Academic Language Model) and the CALLA (Cognitive Academic Language Learning Approach). This approach seeks to meet the needs of the English Language Learner by intermingling mathematics and English to create a math objective and an English Language Objective. To strongly support the latter, this approach made extensive use of the article "*The Multicultural Classroom: Reading for Content-Area Teachers*" written by Patricia A. Richard Amato and Marguerite Ann Snow (Longman Publishing Group 1992). Although the integration of math and language is the primary focus of this approach, it does not exclude the other academic subject areas such as Science and social studies in the lesson. Math Power ESL lends itself to mastery of mathematical concepts through guided discovery, the use of manipulative and connections to real world situations.

AWARD is a comprehensive program for teaching and assessing literacy with a 21st-century perspective. AWARD Reading is based on current scientific evidence-based literacy research and best practices that meet the requirements of NCLB and Reading First. AWARD—Technology integrates technology into shared learning experiences and small group and independent literacy learning tasks each day to motivate and engage 21st-century children as they learn to read, write, and think their way through print. The research team is headed by Dr. Cathy Collins Block (professor of Education, Texas Christian University) and Dr. Mary Jo Campbell Implementation Researcher). AWARD Reading / Technology is based on a 2006-2007 scientifically-validated research study which was conducted using a quasi-experimental, quantitative control versus experimental design. The experiment lasted for twenty weeks and involved kindergarten and first graders. The research was conducted using the Basal Reader program versus the AWARD reading program. The skills findings that came out of this research were: knowledge of alphabet, phonemic awareness, oral reading fluency and word identification.

Thirty-six weeks program for each grade level is a result of scientific evidenced-based, best practice and data obtained from focus group testing with educators and administrators across the United States of America. The program contains sequential weekly lesson plans and suggestions for instructions and independent literacy activities for whole group and independent student practice. The program contains both narrative and informational texts. Computer-based interactive technology is used to extend the ideas in each text. The essential instructional principles emphasize

the following scientifically-based procedure in every lesson: systematic phonics instruction, sequential learning, explicit instruction, differentiated options, feedback tools, objective-based skills assessment and teacher observations.

Benchmark Education provides solutions for ELLs and is supported by on-site and or online customized professional development. Students succeed with solutions base don a unique combination of qualities and features such as research-based resources, precisely developed texts, differentiated instruction and explicit teacher's guide. Benchmark has proven effective in classroom studies done in Tyler Texas ISD

This school has 72 % passing in the Texas Taks State Test in 2005. These students were prepared using other reading programs. However in 2006 they had a 90 % passing using the Benchmark Education Program.

Another key activity of the Saturday Title Three Academy is that of developing language as a social tool. Robert E Owens (1996) expounds the fact that Language is first and foremost a social tool. It is as a result of this scientific view that trips to museums, theaters and zoos will also be a vital part of the Saturday Academy. The bilingual students / ELLs need exposure to various aspects of the American culture. Language is influenced by its environment, and in turn, influences that environment (Owens 1996). It has been shown by research that language is heavily influenced by context and that language acquisition also takes place in informal learning environment i.e. museums. Secondly, the teachers will also be making use of the thematic approach which lends itself to extension of the lesson to other subject areas. For example, the teachers will be doing a unit of study called "Houses and Homes," This unit lends itself to the extension of science and social studies subject area where students will look at animal homes. It is based upon these perspectives: (a) the scientific view of language being learned in a social setting and (b) the aligning of trips with the units of study, that trips to the zoos and museums will be undertaken. The students will visit the Bronx and Prospect Park Zoos. They will also visit the Brooklyn Children's museum and the theatre. The museum and the Bronx Zoo facilitate prearranged "class-like" settings, where the students can explore related subject matter i.e. science complete with "life-Size" models. Other activities will include cooperative learning, the use of audio-visual technology aids and the engagement of prior knowledge to facilitate the acquisition of literacy skills in the native language while providing meaningful communication and fluency in English. The following table shows the proposed dates/schedules for these educational trips.

TITLE III TRIPS CHART

PLACE	DATE/TIME	COST
Bronx Zoo	05/01/2010	Bus = 425
		Admission \$18 x 30 students (P.O.P Pass) = 540
Prospect Park Zoo	05/22/2010	Bus.....\$425 = 425
		Admission \$3 x 30 = 90
Broadway / Off Broadway Theatres	05/08/2010	Bus (425 x 2)..... = 850
	05/15/2010	Admission \$65 x 50 = 3250
		TOTAL = 5490

Materials will be purchased from Rigby and Educavision for use in the programs. Other activities will include cooperative learning, the use of audio-visual technology aids and the engagement of prior knowledge to facilitate the acquisition of literacy skills in the native language while providing meaningful communication and fluency in English. Texts books will also be purchased in the native language /English and in the content area.

Our Bilingual/ESL programs and activities are guided by scientific based research, which has proven over time the effectiveness of Bilingual Education. Cummins (1989) has found that there is strong correlation between literacy in the native language and English acquisition. Research shows that working in all four modalities: listening, reading, writing and speaking helps students in language acquisition. Our instructional program will therefore place emphasis on integrating all four modalities. For example, students could listen to a story, talk about it, read the story and then respond in writing. Writing processes/skills in the native language can be transferred to second language learning (Grebe 1991). Language skills usage consists of listening, speaking, reading and writing. Our instruction integrates all four modalities as recommended by Echevarria, Vogt & Sort (2000), Edgier (2001), Petegoy & Boyle (1997), Goldenberg (1993), Goldenberg & Pathey-Chavez (1995).

Professional Development Program –

Professional Development will be provided to all staff to support the effective delivery of instruction. Our professional development for SY 2008-2009 will focus on the components of the curriculum: Math Power ESL (Math coach). Trainers from the Benchmark, and AWARD Reading Program, will provide training for the staff.

The focus will be on helping teachers through these sessions, to integrate content area materials through hands-on activities while students develop literacy skills and English language proficiencies through authentic and communicative language activities. Research has shown that teachers of ELLs require extensive support to expand their subject matter knowledge and knowledge of content specific teaching strategies so that their students can get a deeper understanding of content areas, develop academic and social language. (Garet et al., 2001; Kennedy, 1998)

TITLE III PD CHART

<i>TOPIC</i>	<i>PROVIDER</i>	<i>DATE/TIME</i>
Math Power ESL	Math Coach	Alternate Fridays (twice monthly)
AWARD Reading/Technology	AWARD trainers	12-1(once monthly)
Benchmark	Benchmark personnel	12-1(once monthly)

School: P. S. 189/ Bilingual Center

BEDS Code: 331700010189

**Title III LEP Program
School Building Budget Summary**

Allocation Amount: \$42,923.52		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional staff, per session, per diem (fringe included)	\$26,716.40	<p>Salaries for teachers and supervisor for their work in the academic intervention services through the Saturday Academy. Approximately 120 students and 5 teachers will make up the program. There will be a pupil teacher ratio of 20 to one teacher.</p> <p>(b) Classes will be held during the mid-winter and spring break.</p> <p>(c) teachers will meet once per month (for one hour) to plan lessons / 2hrs per month MATH POWER ESL</p> <p><i>7 teachers x 3 hrs x 24 Saturdays x \$46.48 = \$ 16,732.80</i></p> <p><i>5 teachers x 3hrs x 8dys x \$46.48 = \$ 5,577.60</i></p> <p><i>6 teachers x 2hr x 6 Fridays x \$21.17 = \$ 1,524.24</i></p> <p><i>5 teachers x 1 hr x 6 Saturdays \$ 46.48 = \$ 1,394.40</i></p> <p><i>1 supervisor x 4 hrs x 8dys x \$46.48 = \$ 1,487.36</i></p> <p style="text-align: right;">TOTAL = \$26,716.40</p>
Purchased Services	\$3,000	AWARD Reading (Training personnel) Benchmark (Training personnel)
Supplies and materials	\$5,000	Supplies for the Saturday Academy Program Literacy Books NYSESLAT Practice Books K-8 Native Language Arts Books
Educational Software (Object Code 199)		
	\$ 4,273.60	Educational trips to museums, theater and the zoo. This includes cost of

TRAVEL		transportation and mission to the above mentioned venues
OTHER	\$ 3,000	NYSABE (REGISTRATION) SABE Conference. \$200 x 15 teachers = \$3,000
Parental Involvement	\$ 923.52	Refreshments and the purchase of metro cards for parent transportation to meetings / workshops
TOTAL	\$42,923.52	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

PS189 recognizes that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. To support parent involvement efforts, a need assessment indicates that good, effective communication between parents and school is necessary. Parents of ELL students receive all school related correspondence in English, and the other languages spoken by our students, for example Spanish or Haitian Creole. Educators, but also specialists in English and the parents' native languages, will provide the necessary written translations. Due to the fact that other languages such as Chinese, Arabic, Bengali, French, and Urdu are spoken by our ELL students, it becomes necessary to contact the Translation/Interpretation Unit at the Department of Education for help in translation when reaching out to speakers of other languages.

PS 189, the Bilingual center, has an attendance of 271 Bilingual/ESL students out of about 1200 students, Grades K-8. Approximately 24% of the entire PS 189 families are recent immigrants with limited English proficiency. One class at each grade level provides bilingual services in Haitian Creole and Spanish. ELLs who are not in the bilingual or the dual language program receive pull-out or push-in ESL services. This school year, 2009-2010, the expanding dual language program with classes in Haitian Creole and in Spanish is in its fifth year, up to grade 4. These programs aim at developing students' proficiency in their first and second languages. Based on the HILS (Home Language Identification Survey), and parents communicating their desire for translations, it becomes imperative that we provide these services in order to meet the needs of all parents.

P.S 189 works at developing a positive home school partnership in order to improve student achievement. New Ell parents' orientation meetings are scheduled during the school year to familiarize parents with the school system and the different programs that are offered. Parents will have a general overview of the school programs in their dominant language. All parents will be afforded the opportunities to dialogue on school policies, school and class expectations. Workshops are held to assist parents in understanding and interpreting the school and individual student data. Oral interpretation in the Native language becomes a necessary facilitator in establishing good communication with the school.

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

Research shows that the greatest influence on student academic achievement is the family's socio-economic status. Also, it indicates there is a strong correlation between parental involvement and student performance. Based on our own experience, parents tend to be more involved when the language barrier between school and home is lowered. In order for us to remove any communication obstacles, we must reach out to parents by all means necessary. These means include written and oral translations that we describe below.

Due to its linguistically and culturally diverse school population, PS 189 has a large number of LEP parents. Meaningful parental engagement in the educational process and Chancellor's regulations require that school-related information be provided to parents in their home language. Research has shown that when information is provided to parents in the language they understand their participation in the school's life increases and students' achievement improves significantly. These findings were reported to the school community during various forums.

Part B: Strategies and Activities

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

All school related materials addressed to the ELL parents will be written in English and the parents' native languages (for example, Haitian or Spanish). Parents are invited to visit the school, attend workshops on various subjects such as the school curriculum, assessments, standards, school discipline, and participate in computer and parenting classes. A monthly calendar and a seasonal newsletter will keep the parents informed of on-going educational events; parents will be invited and encouraged to participate throughout the school year. We will also contact the office of Translation/Interpretation at the Department of Education for the other languages spoken by our students.

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

Oral interpretation services are critical to parents' understanding of school's regulations, academic standards, and their children's needs and how to best help the school meet them. Oral interpretation services are provided during EPC, PTA meetings, Parent-Teacher conferences and informal meetings with parents. Automated-robot calls are recorded in English, Spanish and Haitian Creole to ensure that parents receive school's messages in the language they understand. School staff primarily serves as interpreters during those various parent and teacher/school exchanges.

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

Haitian Creole and Spanish versions of the Bill of Parent Rights and Responsibilities will be disseminated during PTA meetings and parent-teacher conferences and will also be made available in the main office.

Signs have been posted near the primary entrance indicating the availability of interpretation services in the school building in Spanish, Haitian Creole and Arabic.

Procedures for ensuring that language barriers do not prevent parents from reaching the school's administrative offices have been integrated in the school's safety plan.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$1,211,287.00	\$301,741.00	\$1513,028.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$12,113.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$3,017	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$33,614.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$15,087.00	
6. Enter the anticipated 10% set-aside for Professional Development:	\$12,128.70		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$30,174.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 98.3%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

During our faculty conferences the school has invited college universities to come and speak with teachers regarding programs that they offer to meet. The school is using its highly qualified funds to facilitate teachers' education. Right now every single one of our teachers who are not highly qualified is attending school in order to gain highly qualified status.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.



NEW YORK CITY DEPARTMENT OF EDUCATION

THE BILINGUAL CENTER

Berthe G. Faustin, *Principal*

Assistant Principals – Frantz Lucius / Hillary Steele / Victoria Fernandez

1100 East New York Avenue · Brooklyn, NY 11212 Tel. 718-756-0210 Fax 718-604-1865

Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore P. S. 189 THE BILINGUAL CENTER, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P. S. 189 THE BILINGUAL CENTER'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 Advisory Council, as trained volunteers and welcomed members of our school community. P. S. 189 THE BILINGUAL CENTER will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., workshops in literacy, math and use of technology; test simulations, summer activity books);
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

P. S. 189 THE BILINGUAL CENTER's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

“Setting the Standard for Scholastic Success”

In developing the P. S. 189 THE BILINGUAL CENTER 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, P. S. 189 THE BILINGUAL CENTER will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report);
- host the required Title I Parent Annual 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;



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- translate all critical school documents and provide interpretation during meetings and events as needed; and
- 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.

P. S. 189 THE BILINGUAL CENTER will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a lending library; instructional materials for parents.
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- 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;

“Setting the Standard for Scholastic Success”

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**BILINGUAL CENTER/P.S. 189
DISTRICT 17
SCHOOL-PARENT COMPACT**

The Bilingual Center recognizes that a shared partnership among students/parents, and school staff is required to fully implement its Mission Statement. This voluntary compact will assist everyone's efforts as...

Students accept the responsibility to:

1. Attend school regularly and be on time (7:55am)
2. Work to the best of their ability in class and at home.
3. Follow the school's 10 Non-Negotiable Rules.
4. Ask for help when needed.
5. Respect and cooperate with other students and adults.
6. Have high expectations of themselves and fellow students.
7. Be life-long, self-directed learners.

Parents or Guardians accept the responsibility to:

1. Schedule daily homework time, review homework regularly, and discuss what their child learned.
2. Read with their child and let younger children see others actively reading in the home.
3. Keep in touch with school through regular visits, phone calls, written communication, and attendance at parent meetings.
4. Maintain high expectations of their children by praising their achievement and emphasizing the importance of school and academic success.
5. Maintain high expectations of their children by supporting their regular school attendance.
6. Keep well informed of all activities in which their children are participating, both during and after school, and the whereabouts of their children after school.
7. Follow and support the school rules.

Teachers and staff accept the responsibility to:

1. Show that they care about all students.
2. Have high expectations of themselves and all students.
3. Provide quality instruction that will promote learning and academic success.
4. Provide a safe environment conducive to learning and academic success.
5. Provide support and communication to students' families.
6. Respect the difference and individuality of students and their families.
7. Be life-long, self directed learners.

Administrators accept the responsibility to:

1. Establish goals, expectations and shared responsibilities for school, parents, and students.
2. Train school staff - including the administrators, teachers, other school staff, and parents regarding the importance of school-home partnerships, quality instruction, and a safe and orderly environment.
3. Give parents a voice in decisions regarding their children's education.
4. Support extended opportunities for students and families to engage in recreational and learning activities.
5. Provide a safe and orderly environment.
6. Be life-long, self-directed learners.

“You lift me, I'll lift you, and we'll ascend together.”

-Unknown

Parent/Guardian Signature

Student Signature/Class

Teacher's Signature

Administrator's Signature

Principal's Signature

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

An in-depth needs assessment was conducted using information on the NYS Report Card and the NYC Progress Report. Additional data was derived from results of periodic assessments (Acuity), Inquiry Team action research, surveys, and school-based assessments. The main findings are summarized on page eleven.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
- a. Dual language classes in Spanish and Haitian Creole have been implemented in grades K to 4. The program will expand to a new grade level every year until implemented schoolwide.
- b. Gifted and talented classes have been implemented in grades 1 to 5. The program will expand to a new grade level every year until implemented schoolwide.
- c. Two year looping cycles have been implemented in grade 1 to 8.
- d. Latin classes for grades 5 & 6.
- e. The school's arts program has been supplemented by a partnership with the Brooklyn Queens Conservatory of Music which provides vocal, rhythm and recorder instruction to students in grades k to 4.
- f. 100 Book Challenge program has been implemented school wide in English and Spanish.
- g. Schoolwide zero period independent reading.
- h. Friday clubs
- i. Hiring of a full time staff developer for the bilingual programs (including Dual Language)

- j. Hiring of a full time bilingual (Spanish) Social Worker.
 - k. Hiring of a full time bilingual (Haitian Creole) Guidance Counselor.
 - l. Hiring outside consultants to assist with the development of curriculum maps.
 - m. Saturday Academy.
3. Instruction by highly qualified staff.
- a. Monitoring by supervisors
 - b. Mentoring by senior teachers
 - c. Monitoring and professional development by on-site staff developers and outside consultants
 - d. Grade level common preparation periods
 - e. Inter-visitations to master teacher classrooms for demonstrations of best practices
 - f. Curriculum maps.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
- a. ESO, Central and ISC
 - b. Literacy, Bilingual, and math coaches – implementation of an enriched, uniform curriculum
 - c. Outside consultants – AUSSIE (reading and math), 100 Book Challenge, Making a Difference
 - d. Haitian and Spanish BETACS
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- a. Citywide recruitment fairs
 - b. Referrals from effective staff members
 - c. Interviews by school team including experts in the area the candidate is interviewing for
 - d. Candidates must deliver a demonstration lesson
 - e. Applicant is employed as a per diem substitute prior to hiring
 - f. Recruiting former interns and former student teachers.
 - g. University referrals.
6. Strategies to increase parental involvement through means such as family literacy services.
- a. *Curriculum orientation meetings in early fall to familiarize parents with expectations and standards.*
 - b. *Workshops to assist parents in understanding/interpreting school and individual student data.*
 - c. *Workshops in reading, math, science, and social studies to familiarize parents with NYS testing program.*
 - d. *Strategies and resources (e.g, test simulations) given to parents in order to help them work with the school in improving the academy performance of the children.*

- e. *A monthly calendar and a seasonal newsletter to keep parents informed of ongoing educational events.*
- f. *Assemblies to celebrate academic excellence and special cultural events.*
- g. *Ongoing Parent Leaders program.*

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

NA

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The school has introduced several initiatives in order to include teachers in the decision making process regarding academic assessment. Through the professional development committee academic assessment has been a frequent item on the agenda of the professional development committee every other week. Based on the surveys conducted by teachers at the end of the 2008-2009 school year; the school opted to use assessments from K-2 designed by the Teachers' College. Last spring a small number of teachers piloted KidsPace – a data collection tool. This year it has been implemented school wide. The school has invested in a Scan Tran machine that is used to motivate teachers to develop standard based exams.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

At the beginning of the school year every child is given an exam. Based on the results children are either referred to extended day, Saturday academy and after school program. In addition, mechanisms are put into place during the day to provide small group or individual instruction on a daily basis to students who are facing difficulties in the classroom. These groups are formed based on assessment data gleaned from, acuity exams, interim exams and teacher generated monthly exams.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

P.S. 189 participates in the universal meal plan, children who are in shelters are frequently seen by the guidance counselor. The parents of immigrant children receive information regarding housing, vocational, ESL and similar program within the community.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR² Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

² School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)³ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

³ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Administrators, teachers and specialists reviewed the school's curriculum maps for alignment to NYS standards. We found that every grade and discipline used the state standards to create their maps. The assessments used to measure student learning replicate the performance indicators used by the state, for example, in the 6th Grade unit entitled "Read, Talk, Write", students learn how to conduct their own book clubs. The final assessments for the unit are a literary essay and a book critique. The unit and corresponding assessments address the following:

Standard 4: Students will read, write, listen, and speak for **social interaction**

Performance indicator: Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups.

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

Performance indicator: Evaluate information, ideas, opinions, and themes by identifying

- a central idea and supporting details
- precise and vague language
- statements of fact, opinion, and exaggeration
- missing or unclear information

Performance Indicator: Recognize how one's own point of view contributes to forming an opinion about information and ideas

We did notice discrepancies in students' use of standard English writing conventions. In response to this deficiency, our professional development committee, comprised of teachers, administrators and the literacy coach collaborated to create the K-8 Grammar Continuum. This document explicitly states which convention students must know at each grade level. As a grade, teachers decided which writing unit each convention would best be taught in. We also invested in a Grammar series for grades 2 through 8 to address the problem.

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1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Curriculum maps indicate what students should know and be able to do at each grade level. In addition, the results of the NYS ELA exam for 2009 show that 80.4% of our students performed at level 3 or 4, meaning that our curriculum is addressing the standards that were tested.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In 2005, the New York State Standards have been revised. The seven key ideas were replaced by five content strands and five process strands – Conceptual understanding, Procedural Fluency and Problem Solving remained the three pillars of mathematical fluency. In light of these facts, we continue to invest in these two proven core programs – *Everyday* and *Impact* that we found align with the state's standards. In fact, the rigor and the structure of both programs are parallel respectively with the content standards and the process standards mandated by the state.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

N/A

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

At P.S. 189, we do learning walks throughout the year. When our learning walks revealed a lack of student engagement a couple of years ago, we looked at the way students were being motivated and we did a lot of staff development on motivation. We addressed students' learning styles and teachers' teaching styles. Last year, we continued that training and introduced teachers to differentiated instruction and best practices in literacy instruction. To motivate students, we invested in the 100 Book Challenge program which came with training for teachers on how to run the program and motivate students to become independent readers. The program also included a strong parental involvement component and different levels of rewards for the different amounts of reading done by students, plus special assemblies for student recognition by the principal and the literacy coach. The program is back this year because it was a huge success last year. Judging from our observation and the results, the program is doing what we wanted it to do which is motivating students to become independent readers and learners. Also judging from our observation of the environment and in staff attitude, the training we invested in teachers is also paying dividends.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence is in our results. Based on the ELA exam, 80% of our students are on or above grade level. We see growth in writing in both English and Native Language – length of pieces, improved use of language conventions, variety in genre, increasing independence as a reader/writer, as measured by ongoing teacher assessments.

There is also a change in the students' attitude toward one another, as observed in the school environment.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12

mathematics classrooms. *School Observation Protocol* (SOM⁴) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The P.S 189 administration conducts learning walks regularly. Direct instruction is among the practices that administrators are monitoring. The workshop model adopted by the New York City Department of Education for the past several years; stipulates that a mini-lesson must not exceed 10 minutes. However, it is evident that a few teachers would expand the frontal instruction at the expense of the group work.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Following our weekly learning walks the administration provides feedback to teachers regarding strengths and areas that may require improvement and mastery. Among the feedback, teachers are encouraged to use a variety of supplemental materials to the core programs (Everyday Math & Impact Math). We will provide key insight and pedagogy in order to keep the mini-lesson to a minimum and maximize group work while being effective.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

To address the needs of our students the school has invested in a variety of supplemental programs/novel ideas and professional development (River Deep, Organic Math and Integrated Algebra).

⁴ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

For the past 5 years, P.S. 189 has consistently had 96% teacher attendance rate with a turnover rate not exceeding 3%. This low turnover rate can be explained by a number of factors including the following:

- **Stable administration and supervisory staff – In the past 40 years, the school has only had 4 principals. Two of the 4 retired from the job as Principals.**
- **Careful and thorough recruitment of new teachers with an emphasis on longevity in the workplace for more than 5 years.**
- **Utilization of fewer teaching fellows who have demonstrated a tendency to move on after one or two years.**
- **Employed effort to continually boost teacher morale and provide attractive working conditions and on-going professional development.**
- **Exposure of new teachers to more experienced administrative staff/supervisory staff who possess expertise and strengths that can professional growth of new recruits.**

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Over the past 5 years we have maintained a cadre of staff, including the administrative body, who have been at the school for 5 to 30 years. Even though many of these teachers have had the opportunity to move on, they have preferred to remain in P.S. 189, some until retirement. More than 90% of the staff have remained at the school. Additionally, a number of the staff members had been themselves student of P.S. 189, who upon receiving their professional

certifications, have returned to teach at the school. This sense of pride, loyalty and commitment to the institution has also been a major factor in the stability of staff and the over 95% attendance rate.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

At P.S. 189, the teachers serving the English Language Learners attended some of the training sessions on best practices for ELLs provided by HABETAC. Information is also shared with them by the ELL staff developer who has attended QTELL training and other training by the BETACs serving teachers and administrators who work with this population. Our ELLs made progress in math and ELA. But, by our own assessment, we thought we could strengthen the program by providing more training to the teachers. As a result of this determination, we started working closely with HABETAC to provide further training for our ELL teachers.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The finding is dispelled by the success of our school's educational program which embraces our ELLs' education by integrating them in the entire school program. They participate in all activities the monolingual students benefit from outside of the classroom, including the 100 Book Challenge program, ARISTA, Specialized High School program and the Regents program. As a result, our ELLs perform as well or better than students in the general population on assessments by the state and on our own teacher assessments.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We closely monitored our ELLs' language development. We looked at the result of the ELL Periodic Assessment, teachers' assessment in class, ARIS and the result of the NYSESLAT. We disaggregated the data by proficiency levels and by students' time in the country. We articulated with everyone involved in instruction for ELLs. The data were then used to inform instruction. Based on that, we were able to see where the ELL programs were strong and where we needed to make adjustments by providing more training and continue the articulation process we started. Our ELLs made progress on the state ELA and math, but we know they can make more.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our ELLs made progress in some areas. We are fine tuning our programs because we know that the better trained our teachers are, the better we can design instruction that benefits ELLs and provide them with the opportunity they need to progress and succeed as independent readers and learners.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Formal and informal observations of classrooms servicing students with IEPs.
- Student performance on school-wide monthly assessments and State Exams.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- The ISC will provide professional development for special education and related service staff on the development of a quality IEP and best practices in special education.
 - Professional development will be provided through the network support organization for special education teachers servicing students in CTT classrooms.
 - Articulation time has been scheduled between general education and special education teachers through weekly common preparation meetings.
 - The IEP teacher will provide professional development to help general education teachers implement curriculum adaptations and understand modified promotion criteria.
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KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- random selection of IEPs for review
- verify that behavior interview plans are included when required
- verify that environmental modifications and human/material resources entered under academic management needs are in accordance with the factors identified in the academic domains
- verify that the goals, objectives, and modified promotion criteria that are included in the student's IEPs are consistent with the content on which these students are assessed.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Professional development provided to all Special Education staff members
- Ongoing assistance provided by school psychologists and Special Education liaison

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

P.S 189 has a population of 1,220 students. Among them there are 23 students who are currently living in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

Services that are available for these students are the following:

- Ensure that basic necessities and supplementary educational and counseling services are available to students and families (provide uniforms, schools supplies and holidays supports to students)
- Reduce number of absences (by calling or making home visits)
- Ensure those who attend school in a particular district while living in another receive integrated services
- Support from teachers and school staff
- Provide assistance for students to attend after school programs and Saturday academic programs
- Collaborate with the nurse to help students in transition obtain medical services

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.