



**P.S. 89Q
ELMHURST SCHOOL**

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

**SCHOOL: 24Q089
ADDRESS: 85-28 BRITTON AVENUE
ELMHURST, NY 11373
TELEPHONE: 718-898-2230
FAX: 718-672-3066**

TABLE OF CONTENTS

*As you develop your school’s CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE 3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE..... 4

SECTION III: SCHOOL PROFILE..... 4

Part A. Narrative Description 5

Part B. School Demographics and Accountability Snapshot 7

SECTION IV: NEEDS ASSESSMENT 10

SECTION V: ANNUAL SCHOOL GOALS 15

SECTION VI: ACTION PLAN 18

REQUIRED APPENDICES TO THE CEP FOR 2009-2010..... 24

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM 26Error! Bookmark not defined.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)..... 28

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION 51

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS 54

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT 67

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)..... 75

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..... 76

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10..... 95

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) 96

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 89Q **SCHOOL NAME:** Elmhurst School

SCHOOL ADDRESS: 85-28 Britton Avenue, Elmhurst, NY 11373

SCHOOL TELEPHONE: 718-898-2230 **FAX:** 718-672-3066

SCHOOL CONTACT PERSON: Laura Kimball **EMAIL ADDRESS:** LKimbal@schools.ny
c.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kristine Leonardi

PRINCIPAL: Casper A. Cacioppo

UFT CHAPTER LEADER: Kristine Leonardi

PARENTS' ASSOCIATION PRESIDENT: Debora Martinez

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

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 24Q **SSO NAME:** Empowerment CFN 11

SSO NETWORK LEADER: Altagracia Santana

SUPERINTENDENT: Madelene S. Chan

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.*

Name	Position and Constituent Group Represented	Signature
Casper Cacioppo	Principal/Staff	
Kristine Leonardi	UFT Chapter Chairperson/Staff	
Debora Martinez	PA President/Parent	
Marisa Bassi	Title I Parent Representative/Parent	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Tania Elgueta	Member/Parent	
Narcisa Salazar	Member/Parent	
Paul Sinchi	Member/Parent	
Rosa Sisalima	Member/Parent	
Eleazar Rubi	Member/Parent	
Karen Creditor	Member/Staff	
Monika Hannon	Member/Staff	
MaryAnn Walter	Member/Staff	
Lorraine Farrauto	Member/Staff	
Diane Yodice	Member/Staff	

* Core (mandatory) SLT members.

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.

Vision

We envision P.S. 89Q to be a school community that exemplifies the best in teaching practices which will empower *all students* with the necessary critical thinking, problem solving and communication skills to be fully contributing members of society.

Mission

Every student at Public School 89 Queens will receive a solid foundation for learning through high quality, standards-based instruction. We will build a community of learners where *all members, staff, students and parents*, are actively engaged in the educational process. Critical thinking, problem solving and communication skills will be developed through an enriched academic program that emphasizes science, technology, publishing, arts, and literature. We will create a positive, supportive educational environment that will develop life-long learners, ready to be productive members of the world community.

Contextual Information About the School's Community and its Unique/Important Characteristics

- P.S. 89, situated in a low socio-economic area of Elmhurst, Queens, and comprised of a culturally diverse student population, is one of the largest elementary schools in New York City. Our student body consists of an English Language Learner (ELL) population that is equal to fifty-four (54%) percent of our entire enrollment of more than 1,700 students. The school was restructured eight years ago into three (3) smaller vertical academies to afford our students and parents more personalized attention.
- Our overall performance on the New York City (NYC) Progress Report Card reflects that we had made significant progress. We have been recognized by the Chancellor for 'Excellence' in having achieved an 'A' on our Progress Report Card, and a 'Well-Developed' in our Quality Review for the 2006/2007, 2007/2008 and 2008/2009 school years. Moreover, our school was awarded \$55,000 last year for our accomplishments. This growth is a result of our entire school community's commitment to providing exemplary methods of instruction, our determination to improve individual student outcomes, and our high expectations that have been established for overall student achievement. Although P.S. 89 is standing for over 100 years, we pride ourselves on maintaining an attractive, multi-cultural learning environment that we have created for our students. Our attendance rate has been consistently in the 95% range, which is well above the city average.
- There are a high percentage of immigrants residing in the Elmhurst Community. In addition to the challenges that face new Americans, the low socio-economic area in which our school is located, and the lack of family literacy skills at home, has contributed to an

achievement gap. Parent support is also often limited, since in the majority of homes the language spoken is other than English. Finally, the ELL population is required to take the New York State (NYS) English Language Arts (ELA) exam after only one year, regardless of their limited English proficiency and brief length of residency in this country. This negatively impacts our overall progress and standing with New York State Education Department. Despite these challenges, P.S. 89 continues to improve academic outcomes for all students and has made adequate yearly progress for all subgroups for the 2008/2009 school year.

- We are proud of the professional partnership we have maintained for the past five (5) years with the *Teacher's College Reading and Writing Project (TCRWP) of Columbia University*. This partnership supports literacy instruction through providing professional development for our teachers and school leaders and has contributed to the improvement of overall student academic achievement and standardized test scores.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.S. 089 Elmhurst			
District:	24	DBN #:	24Q089	School BEDS Code #: 342400010089

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
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		95.2	95.0	TBD		
Kindergarten	284	315	281						
Grade 1	282	256	313	Student Stability: % of Enrollment					
Grade 2	257	278	268	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	264	262	251		94.4	95.8	TBD		
Grade 4	258	262	251						
Grade 5	303	248	245	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		83.0	81.4	84.5		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		0	2	TBD		
Grade 12	0	0	0						
Ungraded	0	11	0	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	1648	1618	1627		88	60	62		
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		
Number in Self-Contained Classes	20	34	46						
No. in Collaborative Team Teaching (CTT) Classes	55	64	62	Principal Suspensions	1	2	TBD		
Number all others	48	68	70	Superintendent Suspensions	1	0	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	150	184	140				
# receiving ESL services only	671	665	735	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	55	0	15	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	109	122	126
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	13	18	22
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	9	10
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.2	0.2	0.2	Percent more than two years teaching in this school	64.2	61.5	55.6
Black or African American	0.4	0.2	0.4	Percent more than five years teaching anywhere	54.1	52.5	52.4
Hispanic or Latino	72.6	75.1	75.5				
Asian or Native Hawaiian/Other Pacific Isl.	21.6	19.3	19.0	Percent Masters Degree or higher	91.0	87.0	88.0
White	5.2	5.1	4.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.9	98.3	97.3
Male	49.0	49.4	49.8				
Female	51.0	50.6	50.2				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input checked="" type="checkbox"/> Restructured – Year 5	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level
ELA:	Restructuring Y 5		ELA:

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

	Math:	IGS	Math:			
	Science:	IGS	Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
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	6	0	0	0
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2007- 08	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	86.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Outstanding
School Environment (Comprises 15% of the Overall Score)	10.4	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 30% of the Overall Score)	20.0	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 55% of the Overall Score)	51.8	Quality Statement 4: Align Capacity Building to Goals	Outstanding
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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?
-

In order to identify student performance trends, PS 89 measures its overall performance by looking at several key factors such as periodic assessments, instructionally targeted assessments, standardized test scores, and teachers' formative data.

A review of the Demographics and Accountability Snapshot shows an accountability status of NCLB Restructuring. As a result of this status, a school restructuring plan was developed 6 years ago, in which a restructuring option was chosen and the plan for implementing that option was approved by the New York State Education Department. This plan outlined a dramatic change in school structure/organization that included the creation of three vertical learning academies each supervised by an Assistant Principal. This organizational structure promotes the following: small manageable units; more personal attention and support for students; empowerment of teachers and administrators to monitor student growth longitudinally; and development of cross-grade experiences and collegial affiliations among all staff. It also allows for direct input from the staff, increased teacher/student supervision and increased teacher-supervisory conferences. This organizational structure affords parents the opportunity to develop and maintain relationships with teachers and supervisors over the entire period of their children's enrollment. This model also increases access to supervisors located within each learning community, and improves overall communication between students, staff and supervisors. Since the implementation of P.S. 89's restructuring plan, there has been consistent improvement in academic performance on all NYS exams.

Recent data from P.S. 89's NYC Report Card reflects improvement in academic achievement for all students. For several years a major area of concern was the academic achievement of our Limited English Proficient subgroup. To improve the performance of English Language Learners (ELLs), the implementation of focused interventions and improved instructional programs have led to the Limited English Proficient subgroup meeting the performance criteria for 2007, 2008 and 2009.. Furthermore, a review of the NYS ELA Exam results from the Accountability Status Report 2008-09 revealed that the ELL subgroup continued to make significant academic progress, meeting their performance criteria and achieving a performance index of 151 which was a 21 point increase from the previous year. While we celebrate this great accomplishment, the school community was faced

with a new challenge in 2008. The Students with Disabilities subgroup achieved a performance index of 90 on the NYS ELA Exam, which was one point below the safe harbor target. This resulted in a school accountability status of Restructuring - Year 5 for the 2008-2009 school year. In 2009, the most recent NYS ELA Exam Accountability Status Report indicates that the Students with Disabilities Subgroup not only met the Safe Harbor Target of 101, we exceeded the target by 15 points with a performance index of 116. Furthermore, we celebrate the achievement of making AYP in English language arts on 6 out of 6 accountability measures.

In response to our performance data, P.S. 89 as a learning community, is at all times proactive in researching and implementing innovative programs and methods in order to continue to improve the achievement of our students, especially English Language Learners and Students with Disabilities. Since the inception of the restructuring plan, such programs that have been implemented are: Teachers College Reading and Writing Project, Wilson Foundations, Everyday Math (workshop model), 3 English Language Laboratories, Rigby on Our Way to English, Delta Science Modules and Houghton Mifflin Social Studies. In addition, P.S. 89 continues to focus on providing targeted academic intervention services for at-risk students and develops programs and structures that will enable students to meet grade level standards. Our current programs include: 2 Early Childhood Reading Laboratories, Passport Voyager, Great Leaps, Rosetta Stone, Leveled Literacy Intervention, and targeted after school literacy programs.

Since improving student performance is central to our mission, PS 89 uses the Teacher's College Reading Assessment, Rigby Benchmark and El Sol (Dual Language Spanish component) to monitor progress in literacy during the school year. Results from the running records are entered onto the Monitoring for Results (MFR) summary sheet for each class, Kindergarten through Fifth Grade. The information gathered from MFR is compiled by class, grade level, academy, and subgroups (special education, ELLs, ethnicity, and gender) to generate reports. These reports are used to track students' progress, quarterly in grades K-2, and triennially in grades 3-5. Teachers use this data to set interim goals and differentiate instruction in the classroom. The instructional cabinet evaluates student progress, program effectiveness, and to develop academic intervention programs as needed.

An analysis of NYS Exams in Mathematics and Science from the Accountability Report 2008 - 09 shows that we have made Adequate Yearly Progress (AYP) in all seven accountability measures for Mathematics and Science which resulted in PS 89's good standing in those subjects (refer to p. 8).

An analysis of the progress report card also shows a positive trend in student performance. There is a 14.1% increase of students in levels 3 and 4 in English Language Arts from 2007 (46.8%) to 2008 (60.9%). In 2008-2009 this percentage of students scoring in levels 3 and 4 in English Language Arts is 69.7%. This is an increase of 9.7%. Upon further analysis of the progress report in English Language Arts, the percentage of students making at least one year progress has increased by 16.8% from 2007 (51.8%) to 2008 (68.6%). In 2009 percentage of students making at least one year progress was 69.8% which was an increase of 1.2%. As a result of this limited gain, we have created an inquiry team to study this further.

The Mathematics data shows the percentage of students at proficiency levels 3 and 4 has increased by 7.7% from 2007 (79.2%) to 2008 (86.9%); the percentage of students at proficiency levels 3 and 4 for 2009 is 88.6% which is an increase of 1.5%. While the results are positive they are not significant; therefore, we have created an inquiry team to study this further. In addition to the large percentage of students achieving at or above grade level expectations in Mathematics, there

was also an increase of 7.3% from 2008 (61.8%) to 2009 (69.1%) of students making one year progress in mathematics.

Although there are areas that need continued improvement, our overall performance on the NYC Progress Report Card reflects that we have made significant progress for the last three school years. We have been recognized by the Chancellor for 'Excellence' in having achieved an 'A' on our Progress Report Card for three consecutive years, and a 'Well-Developed' in our Quality Review for the 2006/2007 and 2007/2008 school year. This positive growth is a result of our entire school community's commitment to providing exemplary methods of instruction, our willingness to improve individual student outcomes, and our high expectations that have been established for overall student achievement.

The data, from both the NYC Progress Report Card and the Accountability Overview, reflects a continued increase in overall performance towards meeting the standards in English Language Arts. The overall positive trend in student performance is due to several factors:

1. PS 89 Professional Development

- PS 89 has implemented a focused and ongoing professional development program in literacy for the past nine years. We continually gather data from the staff regarding their needs in professional development in order to improve the quality of teaching. This data was used to create a cadre of new courses to meet their needs for the 2009-2010 school year.
- All classroom and OTP teachers are afforded the opportunity to participate in course cycles of professional development, around various topics, provided by TCRWP staff developers.
- PS 89's professional development is aligned with the goals outlined in our CEP.
- Classroom lab sites are used on every grade (K-5) to demonstrate and practice new initiatives and instructional methods.
- We created the New Teacher Institute (NTI), a one-day intensive orientation program, to support our new teachers in the readers, writers, and mathematics workshop. We continue to provide a yearlong, weekly, new teacher course that begins with an overview of each workshop. The course then explores each component more thoroughly in order to deepen the teachers' understanding of the components of each workshop.
- We created smaller, more focused New Teacher Professional Development groups by grade level, K- 2, and 3- 5 to allow for more differentiated, grade-specific support during Professional Development meetings.

2. Building Capacity/Leadership

- We have made a concerted effort to build capacity in our school by encouraging leadership among teachers. This year, we have maintained two staff developers from our pedagogical staff. These professionals were chosen because of their exemplary classroom practices and willingness to learn and share their expertise with their colleagues.
- The staff developers' roles are divided by grade level, K-2 and 3-5 to allow for more focused support in the classroom.

- *To support our Dual Language Program, we have designated an exemplary pedagogue as the Dual Language Coordinator. The role of the Dual Language Coordinator is to provide support to the Dual Language teachers by assisting them with materials, supplies, and as needed. Furthermore, the Dual Language Coordinator serves as a facilitator for communication among the 12 Dual Language teachers.*
- *To further collegial support, a peer inquiry/evaluation procedure was integrated into our teacher observation system and will be continued for this school year... This procedure allows teachers to self-direct their professional growth under the supervision of an administrator. The teacher chooses an area of instruction they wish to improve upon, observes a colleague who has demonstrated exemplary practices in that area, and then the colleague observes the teacher/learner and provides feedback and instructional support.*
- *A climate of inquiry learning is encouraged among the staff with each grade level conducting a study into an area of mutual interest. Using data collected in their own classrooms, the effects of instructional practices are studied and plans are created to implement methods which prove to be effective.*

3. Assessment / Instruction

- *Teachers are using both formative and summative data to differentiate instruction within small groups and in individual conferences.*
- *We generate our own data from the Teachers College (TC) Reading and Writing Assessments to create individual student plans for improvement, for academic intervention, for supplemental programs and to monitor individual student progress.*
- *For several years, we have utilized school-wide interim and yearly benchmarks for reading. Through our Monitoring for Progress system, we effectively monitor our students' growth in reading.*
- *Using the TC Narrative Writing Assessment Continuum, we established school-wide benchmark levels for writing in 2007. Through our continued use of a Writing Assessment tool, we effectively monitor our students' needs and their overall progress in writing.*
- *Information gathered from formative and summative data guides us to modify our curriculum, develop new programs, and provide academic intervention and enrichment.*
- *Using the information gathered from the formative and summative data, teachers are setting long-term, transferrable goals for students. These goals drive instruction during small group and individual conferences, thus improving the quality of instruction meeting the specific academic needs of the students.*
- *Presently, we have two school-wide Inquiry Teams, one is focusing on Literacy and the other is focused on Mathematics. The Literacy Inquiry Team is researching methods to improve the percentage of students making one year's progress, while the Mathematics Inquiry Team is developing programs to assist students who are at level 2 to improve to level 3.*
- *As part of the Children's First Initiative (CFI), we are gathering periodic assessment data from a variety of sources, including Acuity, Scantron, and Instructionally Targeted Assessments (ITAs) to inform instructional decisions.*

- *In an effort to improve academic achievement in the content areas, Principal's Content Assessments have been developed for Mathematics, Science and Social Studies. These assessments will be given triennially to measure progress across the year.*
- *All school data is being disaggregated to monitor the progress of our subgroups, primarily English Language Learners, Special Education Students and Gender.*
- *This information is generated into report format for parents, teachers and administrators in order to drive instruction, develop programs and track progress. The periodic reports are distributed to all stakeholders for review and analysis..*

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.

Based on the findings and implications from the comprehensive needs assessment, we have determined the following instructional goals for 2009-2010:

- 1. By June 2010, the number of ELL students performing at levels three (3) and four (4) on the Teachers College ITA Reading Assessment will increase by ten (10) percent.**

For several years a major area of concern was the academic achievement of our Limited English Proficient subgroup in English Language Arts (ELA). Although P.S. 89's current School Accountability Status Report in ELA shows that our English Language Learners have made adequate yearly progress (AYP), we must continue to focus sharply on developing strategies to raise the achievement of English Language Learners in English Language Arts. In order to improve the achievement of English Language Learners in English Language Arts, we will: continue to provide three (3) English Language Labs; Rigby On our Way to English Program; Rosetta Stone software for newcomers in every class (Grades 2-5), and create AIS programs specifically targeting our ELLs. In addition, we will also continue to track the performance of ELLs periodically in ELA to determine the effectiveness of our programs and interventions. Furthermore, we will provide professional development for teachers around planning effective mini-lessons, individual conferences and guided reading lessons. In addition, monthly grade level collaborative planning sessions will include methods for differentiating instruction for ELLs. We have, therefore, created this school goal to insure their continued improvement.

- 2. By June 2010, the number of at-risk students in grades K-5 on the Teachers College ITA Reading Assessment will decrease by 10%.**

Recent data from P.S. 89's NYC Report Card shows improvement in academic achievement for all students in ELA. Although P.S. 89's current School Accountability Status Report in ELA shows we have made AYP for all subgroups, we must continue to improve educational outcomes for 'at-risk' students in English Language Arts, including Special Education students, by providing targeted academic intervention based on summative and formative data. In order to reduce

the number of students performing at Level 1 in English Language Arts, we will: continue to provide targeted Academic Intervention Services (AIS) programs within the school day, including early intervention in grades K and 1, Passport, Great Leaps, Lexia, and Wilson Foundations in grades K-3. We will implement Leveled Literacy Intervention, and provide professional development which will include guided reading with a focus on comprehension strategies. In addition, grade level collaborative planning sessions will include methods for differentiating instruction for at-risk students including special education students. Additionally, the Special Education Coordinator will continue to monitor special education services, and a state of the art Learning Lab will continue to provide an instructionally supportive environment for our students receiving Special Education Teacher Support Services (SETSS). We will also continue to track the performance of at risk students in ELA periodically to determine the effectiveness of our programs and interventions, so that we can add or revise services. We have, therefore, created this school goal to insure their continued improvement.

3. By June 2010, 90% of all classroom teachers will show instructional proficiency in read aloud with accountable talk, including whole class conversations, as evidenced by a performance rating of satisfactory on formal observations.

To continue to improve instructional practices professional development will be provided in order to provide the highest level of standards-based instruction. Teachers will be skilled in modeling comprehension strategies during read aloud, as well as learn methods in coaching with accountable talk conversations. Strengthening instructional methods in read aloud will promote improved reading comprehension skills and comprehension will further be supported through stronger accountable talk in partnerships, triads, book clubs, and whole class conversations. Read aloud with accountable talk will be a focus at monthly grade level collaborative planning sessions and grade level academy meetings throughout the year. Topics to be included are book choice, structures for read aloud, modeling comprehension skills, coaching in to partnership conversations, and building strong whole class conversations. Read alouds will be further supported by the purchase of the TCWRP recommended read aloud texts which will be placed in the school library. A composite observation checklist for read aloud with accountable talk and whole class conversations will be developed for teacher reference. All classroom teachers will be formally observed conducting a Read Aloud, including whole class conversations.

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): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to focus sharply on developing strategies to raise the achievement of English Language Learners in English Language Arts by providing differentiated ESL instruction so that by June 2009, the number of ELL students performing at levels 3 and 4 on the Teachers College ITA Reading Assessment will increase by 10%</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><u>Strategies/Activities</u></p> <ul style="list-style-type: none"> • Maintain the ESL Balanced Literacy Program: Rigby ‘On Our Way To English’ • Maintain three (3) English Language Laboratories • Provide collaborative grade level planning sessions in order to develop differentiated literacy instruction through planning effective mini-lessons, small group strategy lessons, individual conferences and guided reading lessons • Provide academic intervention services to ELLs who are performing well below grade level (Reading Labs, Passport, Great Leaps, Lexia, Leveled Literacy Intervention, and after school literacy programs) • Continue the use of Rosetta Stone ESL software to support newcomers in every classroom in Grades 2-5 <p><u>Target Population</u></p> <ul style="list-style-type: none"> • English Language Learners

	<p><u>Responsible Staff Members</u></p> <ul style="list-style-type: none"> Principal, Assistant Principals, Inquiry Team, Staff Developers, ESL Coordinator, Dual Language Coordinator, ESL Teachers, Special Ed Coordinator, Classroom Teachers, and AIS Teachers <p><u>Implementation Timeline</u> September 2009 – June 2010</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>	<p>Title I SWP, CFE SY '09, Tax Levy FSF Summer Roll Over, Tax Levy DRA Stabilization, Title III LEP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> Monitoring for Reading Progress TC Assessment data will be collected quarterly in grades K-2 and triennially in grades 3, 4 and 5 to insure that students are moving at least one reading level per assessment period (Two levels per assessment period in grade 1) Monitoring for Writing Progress TC Narrative Writing Assessment will be collected triennially in grades K-5 to track student progress toward achieving grade level benchmarks

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to improve educational outcomes for ‘at-risk’ students, including ELLs and Special Education students, by providing targeted academic intervention based on summative and formative data so that by June 2009, the number of at-risk students in grades K-5 on the Teachers College ITA Reading Assessment will decrease by ten (10) percent.</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><u>Strategies/Activities</u></p> <ul style="list-style-type: none"> • Review summative and formative data for all at-risk students. Determine academic needs based on data and develop programs that target skills deficiencies. Assign staff and purchase materials that target the needs of at-risk students • Schedule targeted academic intervention services for at risk students who are performing well below grade level using Early Childhood Reading Labs, Passport, Great Leaps, Lexia, Leveled Literacy Intervention, Foundations, and after school literacy programs. • Continue academic intervention based on summative and formative data into the early childhood grades for at risk students in grades K and 1 by adding the following: Kindergarten Oral Language Intervention, and Leveled Literacy Intervention. <p><u>Target Population</u></p> <ul style="list-style-type: none"> • At-Risk students in Grades K-5 <p><u>Responsible Staff Members</u></p> <ul style="list-style-type: none"> • Principal, Assistant Principals, Inquiry Team, Staff Developers, Speech Teachers, ESL Teachers, Special Ed Coach, Classroom Teachers, and AIS Teachers

	<p><u>Implementation Timeline</u></p> <ul style="list-style-type: none"> September 2009 – June 2010
<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>	<p>Title I SWP, Tax Levy DRA Stabilization, NYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> Monitoring for Reading Progress TC Assessment data will be collected quarterly in grades K-2 and triennially in grades 3, 4 and 5 to insure that students are moving at least one reading level per assessment period (Two levels per assessment period in grade 1) Student progress will be tracked using the Student Tracking Assessment Report (S.T.A.R.) to periodically monitor the effectiveness of the academic intervention services and adjustments will be made in accordance with the data collected

Subject/Area (where relevant): Curriculum and Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 90% of all classroom teachers will show instructional proficiency in read aloud with accountable talk, including whole class conversations, as evidenced by a performance rating of satisfactory on formal observations.</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"> • Beginning in September, 2009, provide professional development to all classroom teachers on planning and implementing interactive read alouds with accountable talk and whole class conversations • Teachers participate in at least three (3) professional development courses across the year on Read Aloud and Accountable Talk. Each course will meet for a minimum of four (4) weeks for three (3) hours per session. • Utilize lab sites to demonstrate best practices in read aloud with accountable talk methods. • Continue the professional partnership with Teachers College Reading and Writing Project (TCRWP), including staff developers, calendar days and study groups • Include read aloud strategies and methods in monthly grade level collaborative unit planning sessions • Purchase the Teachers College Reading and Writing Project recommended read aloud texts which will be placed in the school library. • Create a composite observation checklist for read aloud with accountable talk and whole class conversations • Conduct formal teacher observations in Read Aloud, including whole class conversations beginning February 1, 2010. • Review monthly teacher observations to monitor progress toward the goal of 90% proficient <p><u>Target Population</u></p> <ul style="list-style-type: none"> • All classroom teachers

	<p><u>Responsible Staff Members</u></p> <ul style="list-style-type: none"> Principal, Assistant Principals, TCRWP Staff Developers, Literacy Coaches, and Classroom Teachers <p><u>Implementation Timeline</u></p> <ul style="list-style-type: none"> September 2009 – June 2010
<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>	<p>Title I SWP, CFE SY '09, Tax Levy FSF Summer Roll Over, Tax Levy DRA Stabilization, TCRWP – Not yet funded</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> Informal supervisory walkthroughs Formal observations Professional development course descriptions Professional development agendas and sign in sheets Collaborative unit plans and agendas Grade level meeting agendas

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	10	0	N/A	N/A	31	17	17	3
1	11	0	N/A	N/A	17	20	20	4
2	35	0	N/A	N/A	30	32	32	4
3	29	0	N/A	N/A	25	15	15	0
4	28	18	31	12	47	25	25	3
5	46	24	12	12	42	25	25	1
6								
7								
8								
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.

Part B. Description of Academic Intervention Services

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:	Grade(s) Serviced	Main Focus	Method of Delivery	When Service is Provided
Fundations	First - Third Grade	Phonics and Phonemic Awareness	Small group	60 minutes 4x/week
Kindergarten Oral Language Program	Kindergarten	Oral Language	Small Group	30 minutes 3x/week
Lectura	Kindergarten - Third Dual Language.	Spanish Phonics	Individual basis	20 minutes 2-3x/week
Lexia	Second - Fifth	Phonics	Individual basis	20 minutes 2-3x/week
Great Leaps	Second	Phonics & Fluency	One-to-one	7 min. a day 5x/week
Passport	Third - Fifth	Phonics, Fluency and Comprehension	Small group	45 min. 5x/week
Leveled Literacy Instruction	First, Third-Fifth	Phonics, Fluency and Comprehension	Small group	30 min. 5x/week
Reading Excellence and Discovery (READ-SES)	Kindergarten and First	Reading	Individual basis	90 min 3x/wk
Supreme Evaluation (SES)	Kindergarten - Fifth	Reading and Math Skills	Small group	90 min. 2x/wk
LATCH (SES)	First - Fifth	Math and Literacy Skills	Small group	120 min. 2x/wk
Early Childhood Reading Labs	Kindergarten - First	Reading	Small group	45 min. 5x/wk
Afterschool Literacy Programs	Second – Fifth	Reading	Small group	60-90 min 3-4x/week

	Grade(s) Serviced	Main Focus	Method of Delivery	When Service is Provided
Mathematics: V-Math	Grades 4-5	Strengthen math skills	Small group	4x per week/ 45 min.
Science: Science Club	Grade 4	Strengthen core knowledge and practical skills in Science	Whole and small group	4x week/30 minutes
Social Studies: Social Studies AIS	Grade 4 and 5	Strengthen core knowledge and practical skills in SS	Small group	1-2 days/wk 20 minutes
At-risk Services Provided by the Guidance Counselor:	Kindergarten - Fifth	Emotional, social, and academic skills	Small group and individual	30 minutes/session as needed
At-risk Services Provided by the School Psychologist:	Kindergarten - Fifth	Emotional, social, and academic skills	Individual and family intervention	5x week/ 2-4 hours/case
At-risk Services Provided by the Social Worker:	Kindergarten - Fifth	Emotional, social, and academic skills	Individual and family intervention	3x week/ 2-4 hours/case
At-risk Health-related Services:	Kindergarten - Fifth	Administer medication and monitor health	One-to-one	As per doctor's orders

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.

Language Allocation Policy

Part I: School ELL Profile

P.S. 89, located in Elmhurst, Queens, District 24 is a Title 1 school with a low socio-economic level of 94.8%. P.S. 89 has an extremely multi-cultural population consisting of 73% Hispanic, 4.0% Caucasian, 0.5% African American, 22.5% Asian and others. Currently, P.S. 89 has a total enrollment of 1,723 students, of which 891 (52%) students are English Language Learners.

The Language Allocation Policy (LAP) at P.S. 89Q describes how all the ELL programs in the school are implemented. The LAP implementation and refinement plans are included in the school's CEP. It is accessible to all administrators, teachers, parents and students. The language allocation policy and the different programs offered at our school are aligned with parents' requests. Parent survey and program selection forms are reviewed periodically to meet the trends of parental preferences. The school has implemented an instructional program that ensures continuity of language development for all English Language Learners (ELLs). Teachers receive on-going professional development and training on Second Language Acquisition, developing academic language through content to meet the needs of all ELLs. The school embraces and celebrates the diverse cultural and linguistic backgrounds of the students and their families.

The Language Allocation Policy committee is comprised of twelve members: Casper A. Cacioppo, Principal, Eileen Banks, Assistant Principal, Janine Lawrence, Literacy Coach, HaeRan Chun, Literacy Coach, Meirong Xu, ESL Coordinator/Teacher, Annemarie Gorman, Dual Language Coordinator/Teacher, Jose Soriano, Guidance Counselor, Kimberly Kane, Related Service Provider, Mayra Soto, Parent Coordinator, Debora Martinez, Parent.

Teacher Qualifications

There are 16 ESL teachers and 9 Spanish Bilingual teachers at P.S. 89. All of our teachers hold appropriate teaching certificates. Teachers plan for the development of social and academic language using Balanced Literacy in the context of Columbia University *Teacher's College* workshop model. Lessons are designed to complement, instead of merely translating the content instruction in the student's native language. Instruction is based on individual student needs, with students having the opportunity to interact with each other and thereby develop social and academic language. Our ELL teachers attend both on and off-site workshops, seminars and conferences related to English as a Second Language acquisition, Dual Language and Bilingual education. Therefore, all teachers are knowledgeable about current scientifically-based research in the fields of Dual Language and ESL/Bilingual education.

Part II: ELL Identification Process

In order to promote and ensure the opportunities of social and academic success for every student, P. S. 89 makes every effort to place the students in the most educationally appropriate programs. The following screening and assessment instruments for determining ELL eligibility are implemented:

1. *Screening*

At enrollment, all parents or guardians of newly enrolled students are required to complete a Home Language Information Survey, which is translated in fifteen languages. A licensed English as a Second Language (ESL) teacher meets with the parents and conducts an informal oral interview with the parents in their Native Language and/or English. If the Home Language Identification Survey (HLIS) indicates that the Home Language of the student is other than English or student's native language is other than English, he or she will be administered an English proficiency test called the Language Assessment Battery Revised (LAB-R).

2. *Initial Assessment*

A licensed English as a Second Language teacher administers the Language Assessment Battery Revised (LAB-R) to the student who speaks a language other than English and/or speaks little or no English. Performance on this test determines the student's entitlement to English language development support services. If the student scores at the Proficient Level, the student is not an English Language Learner (ELL) and is placed in the general education program, and is not eligible for English Language development support services. If the student scores at Beginning, Intermediate or Advanced level, the student is identified as an English Language Learner (ELL), thus entitled to English Language development support services. If the LAB-R results show that the student is an ELL, and Spanish is the dominant language spoken at home, he or she is also administered a Spanish LAB to determine language dominance.

3. *Program Placement*

P.S. 89 conducts orientation for parents or guardians of newly enrolled ELLs to inform them of the various ELL programs that are available in the school. At the orientations, parents or guardians of the newly enrolled students are afforded the opportunity to receive materials regarding ELL programs, in their native language, and are afforded opportunities to ask questions about ELL services (with the assistance of a translator). At the end of each orientation, P.S.89's staff collects and then reviews the Parent Survey and Program Selection Form, which indicates the program that parents or guardians are requesting for their children. The English as a Second Language Learners (ELLs) are placed in the appropriate programs, such as Bilingual Education or a freestanding ESL Program based on the Parent Survey and Program Selection Form and the program availability.

4. *Annual Assessment-New York State English as a Second Language Achievement Test (NYSESLAT)*

The federal *NO Child Left Behind Act* (NCLB) mandates that all English Language Learners from kindergarten through grade 12 be assessed every year to measure their English language proficiency in listening, speaking, reading, and writing. *The New York State English as a Second Language Achievement Test* (NYSESLAT), which is designed to measure the English language proficiency of the English Language Learners, is administered annually in the spring to all ELLs in grades K-5 at P.S. 89. Each student's performance on this test will be the basis for determining whether the student continues to be classified as an English Language Learner. As determined by the results of the test, the student's English language proficiency level is classified as

beginning, intermediate, advanced, or proficient. Students who achieve beginning, intermediate or advanced level will continue to receive the required amount of language arts instruction and services prescribed under Part 154 of the Regulations of the Commissioner of Education.

Parent Choice Program

Every year at P.S. 89Q, parents of new admits are given the opportunity to attend one of the parent orientation meetings whereby they select the instructional program for their child(ren) according to their child's needs and their individual choice.

The meetings take place starting in June, at the Kindergarten orientation meeting, and continue throughout the year, especially at the beginning of the school year. The workshops are conducted weekly, since we have ongoing registration throughout the year, to allow the parents of new students to be informed and make the best possible program choice for their children. In addition, as early as March, when registration begins for the new school year, parents are also afforded the opportunity to familiarize themselves with the different educational programs offered by the city, as well as at the school, through individual interviews conducted by the registration staff which includes, the secretary, the Parent Coordinator, the ESL teachers and the Bilingual Specialist.

In addition, during the parent-teacher conferences that take place in November and March, parents can attend the orientation meetings in the afternoon and evening hours to accommodate their working needs and schedules.

Notification of the parent orientation meetings are distributed through entitlement and invitation letters sent home according to the school population and children's native language. When parents do not come to the assigned orientation meeting, the meeting is rescheduled until we finally reach the parent via home letter, a telephone call, or meeting the parent(s) at arrival and dismissal times.

The parent orientation meetings are conducted in the cafeteria at approximately 8:30 A.M., in the afternoon and evening hours during the parent-teacher conferences, or at a parent's requested schedule. An agenda is provided, as well as a sign-in-sheet for parents as proof of their attendance. Also, a pamphlet is given out outlining all the different programs that are available for their children.

The orientation meeting starts with an introduction in which the purpose of the meeting is explained, followed by a video presentation from the Department of Education of the City of New York. The video introduces parents to the three programs available in the New York City public schools, and provides them with a full detailed description of the programs, and offers an explanation of their right to choose such programs. Following the video, parents are afforded an opportunity to ask questions, with the help of a translator and/or a native speaker, regarding the programs and the choice options for their children.

Parent visitation of the Dual Language (English and Spanish) and ESL (English as a Second Language) classes is also part of our parent outreach program. Parents, as a group, visit these classes to get a real live demonstration of how the programs work. The visitation of classes is very informative for parents and helps them better understand the program choices available to them and their children.

To ensure that entitlement letters are distributed, and Parent Survey and Program Selection forms are returned, we send the entitlement letters together with the invitation letters home via the children’s home-school-connection folders. A return slip is attached to the letter for parents to check the attendance or non-attendance at the workshop. The classroom teacher collects and places the returned slips in the Parent Coordinator’s mailbox. Parent responses are used to determine who will be attending, and who can not attend. With the results, a new meeting is planned to accommodate the parents’ requests.

The Parent Coordinator, the Bilingual Specialist and the ESL teachers assisting in the parent orientation meetings help and guide the parents in completing the parent survey and program selection forms distributed at the meetings. The returned forms are then used to place children in the respective programs according to the parents’ choice. Parents, who do not return the forms, are given time to bring them home to discuss and think about the program choice for their children. Parents have the option of returning the forms at a later date to the Parent Coordinator, the child’s teacher, or to bring it to the school at a convenient time. If a parent does not return the form, a telephone call is made by the workshop staff, or a reminder note is sent home to the parent.

If a parent chooses a program that is not available at the school (for example, the Transitional Bilingual program) the parent has the choice to transfer the child to another school that offers that program. If the parent refuses to transfer the child he or she will be placed in an ESL class.

The criteria and procedures followed to place the identified ELL students in Bilingual or ESL instructional programs:

Students identified as ELL by the Home Language Identification Survey and LAB-R scores are placed in their respective educational programs, according to the parents’ choice as outlined in the survey and selection forms. ELLs in need of ESL instruction are placed in classrooms where they receive support services as determined by their score on either the LAB-R test or the NYSESLAT scores. If parents choose a Dual Language program, students are placed based on class availability. The names of the remaining students awaiting placement in the Dual Language Program are placed on a waiting list. When the space becomes available, the students are then placed in the program in order to comply with the parents’ program choice.

The trend in program choices that parents have requested

During the past years, parents at P.S. 89Q have chosen the Freestanding ESL program or the Dual Language program (English/Spanish) for their children. A few parents of Chinese children have chosen the Bilingual Transitional program in Chinese for their children; but it was not available. They were offered to transfer the children to a site where the program was available, but they refused to move the children to another school. The children were then placed in a Freestanding ESL program.

Each year, more parents seem to be choosing the Dual Language program (English/Spanish) for their child, which is available at P.S. 89Q. The need to know different languages in the constantly changing world in which we reside, is the motivation for many parents. We have discovered that this trend seems to apply not only for those students of a Spanish background, but also for those of other languages and cultures such as Chinese, Bengali, Indian, Nepali, and Filipino.

Programs	K	1 st	2 nd	3 rd	4 th	5 th
DL	50	56	56	56	56	55

ESL	243	208	156	154	88	92
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During the orientation meetings, some parents of Chinese, Spanish, and Bengali backgrounds have voiced their opinion in requesting a Dual Language (Chinese/English) program at the school.

The staff at P.S. 89Q makes a concerted effort to align the programs offered at the school with those chosen by the parents. In 2008-2009, two fifth grade Dual Language (English/Spanish) classes were added to the program, which were our first graduating Dual Language classes articulating to sixth grade. During this school year 2009-2010, we have two Dual Language (English/Spanish) classes on every grade from Kindergarten through Fifth Grade.

Children in the 2008-2009 school year who were wait-listed for the Dual Language (English/Spanish) program, especially in Kindergarten, were given the choice in 2009-2010 to enter a Dual Language (English/Spanish) class in their respective grade when space became available.

The majority of parent choice selections were for the Freestanding ESL program. This option seems accepted by most parents since their child(ren) are placed in a monolingual English setting, and then also receive the support service from an ESL teacher, both in and out of the classroom.

Part III: ELL Demographics

There are 719 ELLs enrolled in the ESL Program: 125 ELLs enrolled in the English/Spanish Dual Language Program; 47 ELLs enrolled in the Special Education classes. Out of 891 ELLs, 731 are newcomers between 0-3 years of ESL service and 160 are ELLs between 4-6 years of ESL service.

Spanish is the predominant home language for 69% of the ELLs in the Program. Other languages represented by the ELLs in this program are Chinese, Bengali, Nepali, Urdu, Indonesian, Arabic, Haitian Creole, Punjabi, Tibetan, Korean, Hindi, and Tagalo.

Number of classes in each program:

P.S. 89 houses 69 classes in all. The make-up of the classes is as follows:

- In the Fifth Grade, there are six heterogeneous English proficient/ELL classes, one Collaborative Team-Teaching class and two English/Spanish Dual Language classes.
- In the Fourth Grade, there are seven heterogeneous English proficient/ELL classes, one Collaborative Team-Teaching class, and two English/Spanish Dual Language classes.
- In the Third Grade, there are seven heterogeneous English proficient/ELL classes, one Collaborative Team-Teaching class and two English/Spanish Dual Language classes.
- In the Second Grade, there are nine heterogeneous English proficient/ELL classes, one Collaborative Team-Teaching class and two English/Spanish Dual Language classes.

- In the First Grade, there are eight heterogeneous English proficient/ELL classes, one Collaborative Team-Teaching class and two English/Spanish Dual Language classes.
- In Kindergarten, there are ten heterogeneous English proficient/ELL classes, one Collaborative Team-Teaching class and two Dual Language English/Spanish classes.
- In grades 1-2, there is one English monolingual Special Education class.
- In grades 2-3, there are two English monolingual Special Education classes.
- In grades 4-5, there is one English monolingual Special Education class.

Dual Language Ethnic Breakdown of ELLs and EP Students

- In the D/L Kindergarten classes, there are 38 ELLs; 36 Spanish, 1 Chinese, and 1 other language (76%). There are 12 EPs, all English (24%).
- In First grade D/L, there are 31 ELLs, 29 Spanish, 1 Chinese, and 1 other language (58%). There are 22 EPs, 15 Spanish, 4 English, 2 Chinese, and 1 other language (42%).
- Second grade D/L includes 23 ELLs, 22 Spanish and 1 Chinese (43%), and 31 EPs, 28 Spanish, 2 English and 1 Chinese (57%).
- In Third grade, D/L there are 30 ELLs, all Spanish (58%), and 22 EPs, 13 Spanish, 8 English and 1 Korean (42%).
- Fourth grade D/L includes 12 ELLs, 11 Spanish, 1 other language (24%), and 38 EPs, 30 Spanish, 5 English and 3 other languages (76%).
- In Fifth grade, there are 6 ELLs, all Spanish (13%) and 39 EPs, 37 Spanish and 2 English (87%).

Ethnic Breakdown of EPs

The P.S. 89 D/L program includes the following breakdown of ethnicities among the EP population: 123 Hispanic/Latino (75%), 28 Asian/Pacific Islander (17%), 11 White (Non-Hispanic/Latino (7%), and 1 Multiracial (1%).

Number of Third Language Speakers in D/L

There are a total of 14 third language speakers in the D/L program (14.5%).

Number of Bilingual Students in D/L

A bilingual student is defined as one who can read and write proficiently in both languages. Thus, using the data from the ELE and the ELA as a measure, P.S. 89Q's D/L program has 90% bilingualism in fourth grade, and 89% bilingualism in the fifth grade.

Programming and Scheduling Information

At P.S. 89Q, all English Language Learners are heterogeneously grouped from the beginning level, to the intermediate level, and the advanced level in their respective classes. The ELLs participate in an instructional program that regularly ensures continuity of rigorous instruction in all academic areas. They participate in an instructional program that is aligned with mandated ESL, Native Language Arts (NLA) and English Language Arts (ELA), content

learning standards and the core curriculum. The textbooks and instructional materials used are aligned with the school's core curriculum, and reflect the language(s) of instruction. The ELLs are grouped heterogeneously for targeted area of instruction according to the LAB-R and NYSESLAT. Students participate in small group and task-oriented situations that guide the production of language both in verbal and written form. Students demonstrate learning through a measurable product development, demonstrations as well as exhibits. Technology, including the use of computers equipped with internet access is available, to all the students.

The language instruction for ELLs in K-5, aligned to ESL and ELA standards, is implemented through a push-in/co-teaching model, as well as a pull-out program. Teachers support students' language development and participation in content areas by utilizing ESL methodologies and instructional strategies such as Total Physical Response, Natural Approach, Language Experience Approach, Cooperative Learning, Differentiated/Small Group Instruction and scaffolding within the framework of Reader's and Writer's Workshop, Math Workshop, and/or the Rigby ESL program, *On Our Way to English*. To facilitate the language acquisition process, ELL teachers regularly assess the ELLs and provide them, based on their individual needs, with small group/differentiated instruction in the English Language Lab.

As per CR Part 154 regulation requirements, all ELLs at the Beginning and Intermediate stages of language development receive 90 minutes of ESL instruction four times a week by the ESL teacher and the classroom teacher. Those students at the Advanced level receive 45 minutes of ESL instruction and 45 minutes of ELA instruction four times a week. Teachers model the use of language in ways that offer opportunities for students to participate by listening, speaking, reading and/or writing. Teaching materials include a wide range of texts, visual and digital-resources, including cassette players with audio cassettes, computers with CDs along with corresponding English books for increasing English language proficiency. Trade books of different genres and leveled library books are part of the Reader's and Writer's Workshops. Fluency centers, which focus on students' oral language development, are being implemented for students in grades Kindergarten through 5th grade. Four English Language Labs have been created to further enhance English Language Arts skills. The ESL teachers use the Rigby *On Our Way to English Program* to provide differentiated balanced literacy instruction. The use of comprehensible input, listening centers, realia and manipulatives in all subject areas helps develop vocabulary, comprehension skills and reinforces the four language skills of listening, speaking, reading and writing. Art, music and drama are also integrated into the lessons to reinforce these four language skills. Language is also infused through Mathematics lessons as part of the *Every Day Mathematics Program*. The *Every Day Mathematics Program* incorporates ESL strategies and techniques that are available to the math teachers and classroom teachers. In addition, educational software and instructional technology, native language literature and bilingual dictionaries are available to the students to enhance their language proficiency and academic performance. Teachers use all the resources available to support students' understanding of the main academic content. Language functions and structures are incorporated as key elements of the lesson within the context of the lesson.

The Dual Language Program

The Dual Language Program at P.S. 89 provides both English Language Learners and English proficient students with an academically rigorous curriculum in both languages that will enable them to meet or exceed New York State and City Standards. Currently, there are two Dual Language classes in each grade, from Kindergarten to Fifth grade. The Spanish/English Dual Language program is implemented using a 50/50, side-by-side model. Beginning in Kindergarten, all Dual Language students are offered fifty percent English Language Arts, and fifty percent Spanish Language Arts. Students alternate daily between classrooms, and all content areas are taught in the classroom language. For example, a child in the English classroom on Monday will

receive all literacy and content area instruction in English on that day, and on Tuesday that child would be in the Spanish classroom and would receive all literacy and content area instruction in Spanish. English Proficient students (EPs) and ELLs are integrated at all times from Kindergarten to Fifth grade.

Content area instruction in the Dual Language Program is aligned with the New York City and New York State standards in Math, Science, Social Studies and Technology and is provided in both English and the Native Language (Spanish) according to the school's Language Allocation Policy. It is supported by instructional materials in both English and Spanish. The instruction in the content areas such as Math, Science and Social Studies is conducted in English, as well as in Spanish. In addition, students receive an additional period of content instruction per week from content specialists in English. The content specialists utilize the workshop model, and employ ESL methodologies during the lessons. Furthermore, ELLs are provided the opportunity to attend the afterschool Mondo ESL and Literacy Programs. ELLs who are at risk are receiving AIS in mathematics, as well as AIS in literacy through the Early Childhood Reading Labs, through the Lexia computer-based program, Great Leaps Program, and the Passport Program to further support their academic learning, as well as language acquisition.

Native Language Support in the Dual Language Program

All Spanish language classrooms in the *Dual Language* Program contain comprehensive and extensive leveled native language libraries that support the students during independent reading, as well as in the content area instruction. Materials in Spanish are also available for Guided Reading, and book clubs. Additionally, all Everyday Math books are used in the language of instruction for that day. For example, the math lesson is taught in Spanish, using Spanish books and materials, when a student is in the Spanish room, and the lesson is taught in English, using English materials, on days when the student is in the English classroom. Word study, phonemic awareness (K-2), Science, and Social Studies materials are also provided in Spanish.

Differentiated Instruction for ELL subgroups

Newcomers, who have been in an English language school system fewer than three years, are provided with small group differentiated instruction in all grades. Three English as a Second Language Labs have been created to further develop and/or enhance the English language skills of these ELLs. The ESL teachers use the Rigby *On Our Way to English* Program to provide differentiated/small group balanced literacy instruction. All students are offered Title III Program such as Mondo Oral Language and Literacy Program, as well as after school literacy programs. In addition, a computer-based ESL program, "Rosetta Stone," has been implemented in every classroom (Grades 2-5) to meet the needs of the ELLs who have been in the English Language school system for less than one year.

Ells receiving service for 4-6 years are assessed during academic intervention team meetings by the Assistant Principal, the Guidance Counselor and the classroom teacher, to determine the effectiveness of such interventions. Intervention Programs such as Reading Intervention, Lexia, Passport, Great Leaps, Wilson, Science AIS and Voyager Math are offered to the targeted ELLs. If the interventions do not result in sufficient progress, students who require additional interventions may be referred for an evaluation for Special Education services. In the interim, all Title III and after school programs, as well as ESL and Literacy Programs, are available to the students. The Parent Coordinator is also instrumental in arranging for additional academic intervention, both in school and at home, through the Supplemental Educational Services (SES).

The SIFE program: There are presently six students identified in this category, with five students in 5th Grade and one student in 4th Grade. The same differentiated instruction and after school programs that are offered to all ELLs are offered to the SIFE students. All instruction is standards-based and differentiated through small group and individualized instruction, that include writing and also provide opportunities for project-based learning. SIFE students receive a minimum of 360 minutes of English as a Second Language instruction each week. Furthermore, an after school Mondo Literacy Program for SIFE students has been implemented, as well as a computer-based ESL program, “Rosetta Stone,” to further support the development of their speaking, listening, reading and writing skills.

ELLs with special needs are placed according to their Individualized Education Plans (IEPs) in either a Self-Contained Class, an Integrated Co-Teaching Services (TT) class, or into a Special Education Teacher Support Services (SETSS) program. Their interventions are monitored closely by the Special Education Coordinator, the School Based Support Team (SBST), as well as the guidance counselors and assistant principals, along with the classroom teachers and parents, to ensure that each student is receiving the appropriate interventions. All Title III, after school and before school programs are available to ELLs with special needs, as well.

Former ELLs achieving proficiency on the NYSESLAT are provided with differentiated/small group instruction in English Language Arts based on their needs, as determined by formal and informal assessments, and the results of the NYSESLAT modalities. All Title III programs (subject to availability), after school and before school, are also available to recently proficient ELLs in order to continue to support their language acquisition and literacy advancement. In addition, former ELL students are provided with testing accommodations, including extended time and a separate location, as required.

Targeted Intervention Programs for ELLs

The following Academic Intervention Services (AIS) are in effect for ELLs who require additional support and improvement in academic performance:

- Foundations, for First through Fifth Grade focusing on phonics and phonemic awareness
- Kindergarten Oral Language Program targeting the development of the oral language of ELLs
- Lectura, a Spanish phonics program for Kindergarten-Third Grade Dual Language Program
- Lexia, a phonics program for ELLs in Second-Fifth Grade
- Great Leaps, a phonics and Fluency program for Third-Fifth Grade
- Mondo Oral Language Program, aiming to develop and/or enhance students’ oral language, reading and writing skills
- Early Childhood Reading Labs for Kindergarten and First Grade
- Voyager Math, a balanced, systematic and technology based program for Grades 4-5 to enhance the students’ Math skills
- Small group Science AIS

Resources and Support

P.S. 89 provides a variety of resources and strong support to the ELLs in their acquisition of English as a Second Language to support their academic success. The following programs are examples of such resources and support:

- A comprehensive ESL program *Rigby “On Our Way to English”* is utilized targeting the four English language modalities.
- Computer-based ESL program, “Rosetta Stone”, which supports ELLs in developing English vocabulary, phonemic awareness, speaking, listening, reading and writing skills
- A literacy program, Columbia’s “*Teacher’s College Reader’s and Writer’s Workshop*” helps develop and enhance students’ oral language, as well as reading and writing skills
- A Computer-based reading program, “Reading Plus”, helps improve fluency
- Wilson Program, Passport, Great Leaps Reading and Math, Reading and Math Lab
- State of the Art Hands-On Science Lab
- Computers equipped with internet access are available in every classroom
- All students are provided the opportunity to borrow books from the school library, as well as from the class library.
- Listening and Fluency centers have been implemented in every classroom to support the ELLs, especially the newcomers.
- Weekly after school enrichment programs are offered that include clubs in cooking , art, dance, etc.
- Foundations for First-Fifth Grade focuses on phonics and phonemic awareness
- Kindergarten Oral Language Program targets the development of the oral language of ELLs
- Lectura, a Spanish phonics program, for Kindergarten-Third Grade Dual Language Program
- Lexia, a phonics program, for ELLs in Second-Fifth Grade
- Great Leaps, a phonics and Fluency program for Third-Fifth Grade
- Mondo Oral Language and Literacy Program, aiming to develop/enhance ELL’s oral language, reading and writing skills in an after-school program
- Early Childhood Reading Labs for Kindergarten and First Grade
- V-Math, a balanced, systematic and technology based program for Grades 4-5 to enhance the students’ Math skills
- Small group Science AIS

Moreover, based upon student's needs and the extent to which those needs affect educational performances, the following related services are also provided to ELLs:

- Speech /Language Therapy, a program designed to address deficits in a student's auditory processing, articulation/phonological skills, comprehension and use of semantics, syntax, pragmatics, and voice production and fluency.
- Special Education Teacher Support Services, which combines the services of Consultant Teacher and Resource Room and provides specially designed instruction to support the participation of the student in the general education classroom with consultation to the student's general education teacher and other providers.
- Occupational Therapy that maintains promotes and/or restores function of students in all educationally related activities through the use of purposeful activities, adaptive equipments as well as assistive technology, as needed.
- Physical Therapy emphasizing physical function and independence in various settings including the classroom, gym, and staircase to enable students to benefit from instruction.
- Counseling, an interpersonal activity designed to improve students' social and emotional school functioning in the areas of appropriate school behavior and discipline, social skills, and self-esteem, to enable students to succeed in school.
- Paraprofessional support, which, on an individual case-by case basis, is provided for the ELLs as needed.

Professional Development (PD) for Teaching ELLs

Ongoing Professional Development (PD) for all teachers, coaches, and school administrators will include:

- Familiarizing all teachers/administrators with the school's Comprehensive Education Plan, including the goals and objectives to be met.
- The New Teachers' Institute focusing on classroom management, workshop structure, and components of Balanced Literacy and Math.
- Providing further training in the instructionally targeted Reading and Writing Assessments
- Using data from the running records, TC Assessments, Acuity Assessments and other formative data to move struggling readers, as well as to meet the needs of the accelerated readers and writers
- Second Language Acquisition Theory
- ESL methodologies and best practices
- ESL standards, strategies, and ESL programs and students' services.
- Differentiated instruction for the needs of Special Education students.
- Attending Teacher's College study groups, calendar days, regional days and institutes.
- Teacher's College Reading and Writing Project course cycles

Support for ELLs in the Transition from the Elementary-to-Middle School Level

To help facilitate the transition of our ELLs from the Elementary to Middle School, the guidance counselors at P.S. 89 make every effort to assist the ELLs, teachers and parents throughout the entire articulation process. They constantly provide individual and group counseling, consultation, outreach and

special parent workshops related to the transition. Presentations that are related to the expectations for the middle school level, as well as how academic success can be achieved in school are also offered. Our Guidance Department not only provides the students, parents and teachers with all proper documentation, but also guides them through the entire articulation process. To help alleviate the anxiety of transitioning to a new school and grade level, arrangements are also made by our Guidance Counselors for student visitations and orientation meetings to the respective middle schools. In addition, the guidance counselors work in close collaboration with the middle schools personnel to help facilitate a smooth transition for all students, including ELLs that are graduating onto intermediate school.

Parent/community involvement

P.S.89 values the communication it has developed with parents and families of all students. Parents are notified regularly about meetings and educational workshops via home letters, monthly calendars, telephone calls, community bulletin boards, signs and flyers. All written communication is provided in English, and translated in the covered languages of the community including, Spanish, Chinese and Bengali. Furthermore, a translation team has been established to help provide parents with the utmost support and assistance. There are interpreters available for all workshops and meetings conducted at the school.

In an effort to help close the achievement gap, the *First Steps Parent-Toddler Program* has been developed to model oral language strategies for parents, in small groups, using books and educational toys/games. Parents are given access to the First Steps lending library where they can borrow books, and materials, thus practicing the strategies that they have learned with their children at home.

The school's Parent Coordinator (PC), Mayra Soto, is proficient in English and Spanish. To further support student progress, our PC conducts Math workshops for parents in Every Day Mathematics topics with the support of the Staff Developers. Adult ESL and General Education Diploma (GED) classes are provided to parents, as well. ESL teachers conduct various parents' workshops in literacy addressing such topics as familiarizing parents with the school system, the ESL and Dual Language programs, ESL/ELA standards and assessments for ELLs. Topics including strategies to help children at home are also presented at the parent workshops. Parents remain actively involved in the school's decision-making process in the following ways: The Title I Parent Involvement Committee meets to develop and evaluate Title I services, parents are also members of the School Leadership Team and participate in scheduled meetings; they provide input on the selection of curriculum, instructional materials for students, and assist in aligning the budget. The parent attendance rate at our monthly Parents' Association meetings is extremely high.

A voluntary evening event, *Meet the Teacher Night*, is also conducted by the staff, early in the school year, whereby teachers meet with parents to discuss school and grade expectations, and promotional requirements. Parent-Teacher Conferences and Open School Week also enables parents to be involved within the school community.

Orientation meetings are held for parents of newcomer students throughout the school year. The meetings familiarize parents with the educational programs offered by the city and the school, as well as giving them an opportunity to make an informed choice for their children. At registration, ESL teachers interview parents, assist them with the registration procedures, and provide them with the information pertaining to the different programs available. All parents of ELL students are notified of their children's placement in an ESL program or a Dual Language program within two weeks after enrollment.

Project Jump Start (Programs and activities to assist newly enrolled ELL students):

In June, our school holds a parent orientation meeting for incoming Kindergarten students. We explain the different programs provided by the school, class schedules and school rules and regulations. Parents of local preschool programs are invited to attend parent workshops at P.S. 89.

In addition, P.S. 89 has a Title III ELL Summer School Enrichment Program for the ELLs in grades 3-4 to ensure that these students receive continuous support during the summer months. This program provides ELLs with high quality instruction in English as a Second Language and Math.

Part IV: Assessment Analysis

Patterns the NYSESLAT data reveal across grades and proficiency levels consisting of the following percentages:

A review of New York State English as a Second Language Assessment Test (NYSESLAT) scores for 2008/2009 results in the following findings:

In *kindergarten*, of 180 ELLs, about 3% of the ELLs achieved proficiency in both modalities of listening/speaking and reading/writing; 21% scored at the Proficiency level in the modality of listening and speaking, but not in reading and writing; 52% of the ELLs scored at the Advanced level in Listening and Speaking while 24.3% score at the Beginning and the Intermediate level; In Reading and Writing the majority of the kindergarten (79.4%) scored at the Beginning and Intermediate level while 12.2% of the ELLs scored at the Advanced level.

In First grade, 208 ELLs took the NYSESLAT. 21% of the ELLs achieved the proficiency level in both modalities; 17.3% gained proficiency in the modality of listening and speaking, but not in the modality of reading and writing; 53.8% scored at the Advanced level in Listening and Speaking while 8% at the Beginning and Intermediate level; 33.2% obtained the Advanced level in Reading and Writing and 25.4% scored at the Beginning and Intermediate level. While it seems that many more ELLs in First grade fared better in Listening and Speaking, it is important to note that 20.6% of the ELLs in First grade passed the Reading and Writing subtest but did not pass the subtest of Listening and Speaking.

In Second grade 14% of the 156 ELLs passed the NYSESLAT; 50% of the ELLs achieved the Proficient level in the modality of Listening and Speaking, 31.4 % scored at the Advanced level in Listening and Speaking, and 4.5% scored at the Beginning and Intermediate level; 43.6% obtained the Advanced level in Reading and Writing, while 41.6% just reached the Beginning or Intermediate level.

In Third grade 154 ELLs took the NYSESLAT. 11% of the ELLs achieved proficiency in both modalities of NYSESLAT; More ELLs (37.6%) scored at the Advanced level in Listening and Speaking compared to only 7.7% scored at the Beginning and the Intermediate level in this modality; The majority of the ELLs in Third grade performed better in Listening and Speaking with 43.5% gaining the Proficient level and 37.6% the Advanced level; 60.3% of the ELLs attained the Advanced level in Reading and Writing.

In Fourth grade 19.3% of the 88 ELLs achieved proficiency in both modalities; 53% obtained the Proficient level in Listening and Speaking, but not in Reading and writing; 23.8% of the ELLs scored at the Advanced level in Listening and Speaking and 3.4% scored at the Beginning and Intermediate level; In Reading and Writing, 44.3% of the ELLs scored at the Advanced level, 27% at the Intermediate level and 6.8% the Beginning level.

In Fifth grade, 18.5% of the 92 ELLs achieved proficiency in both modalities; 28% of the ELLs gained the Proficient level in Listening and Speaking, but not in Reading and Writing; 48.9% scored at the Advanced level in Listening and Speaking while 13% scored at the Beginning and Intermediate level; In Reading and Writing, 50% achieved the Advanced level compared to 23.9% scored at the Intermediate level and 7.6% at the Beginning level.

Data Patterns across proficiency level (on the LAB-R and NYSESLAT) and grades

The data patterns across proficiency levels reveal that more ELLs in Kindergarten performed well in Listening and Speaking, but scored lower in Reading and Writing. In First grade, more ELLs, compared with other grades, attained proficiency in both modalities of listening/speaking and reading/writing. More students scored higher in Listening and Speaking than in Reading and Writing. In Second grade, most ELLs (81.4%) achieved the Proficient level or the Advanced level in Listening and Speaking. Although 43.6% of these ELLs obtained the advanced level in Reading and Writing, yet 41.6% scored at the Beginning and Intermediate level. Similar to the findings in Second grade, the majority of the ELLs in Third grade (81%) scored higher in Listening and Speaking than in Reading and Writing. In Fourth grade, the pattern seems to be the same as in Second and Third grade, where the majority of the ELLs (76.8%) scored higher at the Proficient or the Advanced level in Listening and Speaking. In Fifth grade the majority of the ELLs fared higher at the Advanced level in both modalities.

Instructional Decision affected by patterns across the NYSESLAT modalities—reading/writing and listening/speaking

The findings on the NYSESLAT testing data indicates that although our ELLs have made significant overall progress in the English language acquisition in the past year, all ELLs, in general, need to improve in reading and writing. Some ELLs across the grades need to strengthen their oral language and listening skills. In order to address the oral language development, as well as reading and writing in all grades, the following instructional approaches and goals will be implemented:

The instruction in Kindergarten will target improving the reading and writing skills of the ELLs, while continuing to maintain the development of their Listening and Speaking skills. Therefore, students will be exposed to and be immersed in a wide variety of genres of literature. Teachers of ELLs will model the English Language and promote vocabulary development through Read Aloud, Shared Reading, Shared Writing and Interactive Writing. ESL strategies and techniques such as Total Physical Response, Language Experience Approach, scaffolding, visuals, real-world objects, audiovisual aids, etc. will be employed to help the ELLs develop their language acquisition and literacy skills. Oral language development through picture talk, partner talk and story telling will be integrated in the daily curriculum. In addition, ESL teachers will group the ELLs based on their needs and use the English as a Second Language Lab for differentiated/small group instruction, utilizing the Rigby ESL program “*On Our Way to English*”.

As indicated by the NYSESLAT testing data, ELLs in First grade, Second grade, Third grade and Fourth grade did not score high in Reading and Writing. Consequently, our goal for instruction is to focus on enhancing the English reading and writing skills of these ELLs and enable them to become independent readers and writers. In order to achieve this goal, P.S. 89 adopted and will continue to adopt the Balanced Literacy instructional approaches. While continuing to enhance listening and speaking skills of the ELLs, teachers will demonstrate good reading and writing strategies through a wide range of means and venues, including the Read-Aloud, Shared Reading, Shared-to-Guided Reading and Guided Reading. Small group instruction to address the

needs of individual students will be emphasized. Besides using the NYSESLAT data, teachers will use a variety of effective assessment tools such as conferring with students in reading and writing, evaluating students' writing, as well as utilizing the Teachers College Reading and Writing Assessments to monitor the academic progress of the ELLs. They will then use the data collected from these assessments to identify the individual needs of the students and plan differentiated/small group instruction. In this small group instruction, teachers will demonstrate good reading and writing strategies based on the children's needs and thereafter 'coach in' and engage the students in practicing the strategies in their independent work. ESL strategies and methodologies such as Scaffolding, Total Physical Response (TPR) and Language Experience Approach will be utilized throughout the lessons. Comprehensible input such as visual/audiovisual aids, realia, graphic organizers, semantic webs and charts will also be used to promote the comprehension of concepts and vocabulary. The phonics program, Foundations, will be implemented to strengthen the linguistic and phonic skills of the ELLs. A rich variety of children's literature including multicultural literature will be introduced to the ELLs to enhance their language and literacy skills, as well as to promote their understanding and appreciation of other cultures in an effort to boost their self-esteem, which is vital for their success in life.

During writers workshop, teachers of ELLs will continue to model writing through shared writing, Guided writing and interactive writing. Teachers will also systematically and explicitly expose students to mentor texts, demonstrating strong writing craft, and guiding the students in using these authors as mentors for their writing. In addition, ESL teachers will group the ELLs according to their individual needs and provide them with small group instruction in the English as a Second Language Lab, utilizing the ESL program "*On Our Way to English*". Furthermore, AIS reading teachers will also assess the needs of the ELLs for further individualized/small group instruction in reading and writing.

ELLs in Fifth grade will focus on enhancing the four modules of listening, speaking, reading and writing as a whole. Our instructional goal is to move these ELLs forward onto proficiency in listening, speaking, reading and writing. Teachers of ELLs will continue to adopt the Balanced Literacy instructional approach. Teachers will continue to expose the students to a rich variety of genres in literature and model good reading strategies through Read Aloud, Shared Reading, Guided Reading, Independent Reading and Small Group Strategy Lessons. Oral Language development through book clubs, whole class conversation and accountable talk, technology based educational programs, such as RosettaStone, Lexia, passport, etc. will continue to be integrated in the daily curriculum. Student's progress in English Language Arts skills will be consistently monitored and assessed through both formal assessments such as Teacher's College Reading and Writing assessments, Periodic ELA assessment, end-of-unit assessments, and other formative data including conferencing, evaluation of students' class work and homework, etc.. The data gathered from these assessments will be used to group student flexibly and help plan differentiated/small group instruction to address the needs of each individual student. In writing, literature by authors who demonstrate strong writing craft will be systematically and purposefully introduced to the students. Teachers will model how to use these authors as mentors in writing in an effort to help them improve their English language writing skills.

Content Areas

After examining the ELL's results on the New York State English Language Arts Exam (ELA), the patterns across the grades are as follows:

- 124 ELLs took the NYS English Language Arts Exam (ELA) in Third grade. The majority of the ELLs 56.5% (70) achieved Level 3 & Level 4; 33% (41) scored at Level 2 while 10.4% (13) scored at Level 1.

- In Fourth grade, 94 ELLs took the NYS English Language Arts Exam (ELA). About 37% (35) performed at Level 3, 52.1% (49) scored at Level 2 and 10.6% (10) scored at Level 1.
- In Fifth grade of the 84 ELLs took the NYS English Language Arts Exam (ELA). 42.8% (36) obtained Level 3, 53.5% (45) scored at Level 2, and 3.5% (3) scored at Level 1.

English Language Learners at P.S. 89 participate in an instructional program that is aligned with New York State English Language Arts Standards. The students' progress in English Language Arts is evaluated regularly through a variety of channels:

- Teachers College Reading Assessments
- Narrative Writing Continuum Assessment
- Regular conferring with students, and small group instruction
- Periodic Assessments
- NYS English Language Arts Exam

After examining the ELL results on the NYS Math Exam, the patterns across the grades are as follows:

- 138 ELLs took the NYS Math exam in Third grade. 121 ELLs scored at Level 3 and Level 4, 17 scored at Level 1 and Level 2. 127 of these ELLs took the test in English and 11 took the test in their native language. 89% (113) of the ELLs who took the test in English achieved Level 3 and Level 4 as compared to 73% (8) of the ELLs who took the test in their native language. 11% (14) of the ELLs who took the test in English scored at Level 1 & Level 2 compared to 27% (3) who took the test in their native language.
- In Fourth grade, 98 ELLs took the NYS Math exam. 68.4% (54) of the students scored at Level 3 & Level 4 and 31.6% (31) scored at Level 1 & Level 2. Of the 98 students, 78 took the test in English and 20 students took the test in their native language. Of the 78 students who took the test in English 69% (54) scored at Level 3 & Level 4 compared to 53.8% (13) students who took the test in their native language; 31% (24) scored at Level 1 & Level 2 while 35% (7) of the students who took the test in their native language scored at Level 1 & Level 2.
- In Fifth Grade, 89 ELLs took the NYS Math exam. 75 of these ELLs took the test in English and 14 students took the test in their native language. 69.6% (62) of the students scored at Level 3 & Level 4, 30.4% (27) of the students who took the test scored at Level 1 & Level 2. 70.6% (53) of the ELLs who took the test in English scored at Level 3 & Level 4 compared to 64% (9) students who took the test in their native language. 29% (22) of the students who took the test in English, compared to 35.7% (5) students, who took the test in their native language, scored Level 1 & Level 2.

The math program at PS 89 has been successful for our ELL population. The math program is evaluated in multiple ways as shown below:

- Everyday Mathematics unit tests
- ITA/Periodic Assessments
- Math Journal
- Conference notes and small group instruction
- NYS Math Exam

- Principals Content Assessment

After reviewing and analyzing the ELL's assessment data in the New York State 4th Grade Science Exam, we concluded the following:

- 106 English Language Learners (ELLs) took the Science exam. 14% (15) of these ELLs achieved Level 4, 42.4% (45) achieved Level 3, 31% (33) scored at Level 2 and 12% (13) scored at Level 1.
- ELLs who took the NYS 4th Grade Science Exam in English are performing better than ELLs who took the fourth grade NY State Science assessment in their native language. The percentage of ELLs who scored at Level 3 and Level 4 on the Science exam in English was 57.6% compared to the ELLs who took the exam in their native language which was only 44.3% for Level 3 and Level 4.
- ELLs who took the test in English also out-performed the ELLs who took the test in native language with only 42.4% of the students scoring level 1 and 2 on the Science assessment compared to the ELLs (native language) with 55.7% scoring at Level 1 and 2.

The science program at PS 89 has been very successful for our ELL population. The science program is evaluated in multiple ways as shown below:

- The NY State Science assessment results are a consistent source for evaluation through data analysis/comparison.
- PS 89 requires all science clusters to maintain conference notes throughout the year on each science topic for all students. ELL students are highlighted and intervention assistance is indicated when appropriate.
- Unit assessments are administered to evaluate the science programs success for ELL students.
- Teacher observation during ELL enrichment periods is also used to monitor the success of the PS89 science program.
- Principal's Content Assessment

After reviewing and analyzing the ELL's assessment data in the New York State 5th Grade Social Studies Exam, we concluded the following:

- 91 English Language Learners took the NY State Social Studies test. 86% (78) of these ELLs took the test in English, 14% (13) ELLs took the test in their native language.
- Many ELLs were able to take the NY State Social Studies test in English because the instruction in the content area was scaffolded with ESL strategies, which helped to strengthen the comprehension of the content, as well as the development of academic language.
- As a whole, ELLs who took the test in English fared better as compared to the ELLs who took the test in their native language. 43.5% of the ELLs who took the test in English scored at Level 3 & Level 4 compared to 38% of the ELLs who took the test in their native language. 56% of the ELLs who took the test in English scored at Level 1 & Level 2 compared to 61% who took the test in their native language.

The Social Studies program at P.S. 89 is evaluated constantly, and monitored through the use of the following formative and summative data:

- Periodic Assessments created by Social Studies teachers.
- Regularly conferring with students.
- NYS Social Studies Assessment
- Principal's Content Assessment

Teachers use all of these tools to evaluate the students' understanding of the concepts and content learned. Lessons are planned and tailored accordingly to address the needs of all students, especially the needs of ELLs.

Dual Language program

English Proficient Student Performance in D/L- All students (100%) in the testing grades in the Dual Language program, EPs and ELLs, have achieved passing scores on the New York State ELA, Mathematics, and the fourth grade NYS Science Assessment.

Second Language Assessments

Second Language Proficiency for English Proficient Students in D/L- EP students are assessed in second language proficiency by using the ELE assessment. Among fifth grade EP students, 90% of students received a passing grade on the ELE. Among fourth grade EP students, 90% received a passing grade on the ELE.

Second Language Proficiency for English Language Learners in D/L- ELL are also assessed in Spanish proficiency using the ELE. Among Fifth grade ELLs, 83% of the students received a passing grade on the ELE. Among fourth grade ELLs, 92% received a passing grade on ELE.

EL SOL Performance in D/L- D/L students are assessed in Spanish proficiency using EL SOL in Kindergarten through Third grade in the areas of Alphabet/Sounds and Sight Words. Data presented represents results as of the spring 2009 assessments, which are the most recent available. In Kindergarten-28% of students mastered Level 2 and 36% mastered Level 1. The remaining students (36%) did not master. In First Grade-74% of students mastered Level 6, 13% mastered Level 5, 4% mastered Level 4, 4% mastered Level 3, 4% mastered Level 2, and 1% had no mastery. Second Grade-93% mastered Level 6, 2% mastered Level 1, and 5% had no mastery. It is important to note that all students in Second grade who did not achieve Level 6 were newly admitted to the program in September 2008. In Third Grade-95% of the students mastered Level 6, and 5% mastered Level 5. One Level 5 third grader was a new admit to D/L in September 2008. The other two were between 2 and 5 words short of mastering Level 6.

Teachers in the Dual Language Program use the results of these assessments to plan instruction targeting the areas where students show deficiencies, particularly addressing the reading strategies and skills needed in the development in both languages.

Periodic/Interim Assessments/Instruction

- Teachers are using both formative and summative data to differentiate instruction within small groups and within individual conferences.
- We generate our own data from the Teachers College (TC) Reading and Writing Assessments to create individual student plans for improvement for academic intervention, for supplemental programs, and to monitor individual student progress.
- For several years, we have utilized school-wide interim and yearly benchmarks for reading. Through our Monitoring for Progress system, we effectively monitor our students' growth in reading.
- Utilizing the Teachers College Narrative Writing Continuum Assessment Rubric, we established school-wide benchmark levels for writing in 2007. Through our newly created Writing Assessment tool, we effectively monitor our students' needs and their overall progress in writing.

- Information gathered from formative and summative data guides us to modify our curriculum, develop new programs and provide academic intervention and enrichment.
- Presently, we have two Inquiry Teams. One is focusing on Literacy (How to move Level 2's to 3's), and the other is focused on Mathematics (How to move Level 3's to 4's). The Literacy Inquiry Team is researching methods to improve comprehension and fluency, while the Mathematics Inquiry Team is developing programs to assist students with computational accuracy, and differentiating instruction.
- As part of the Children's First Initiative (CFI), we are gathering periodic assessment data from a variety of sources, including Acuity and Instructionally Targeted Assessments (ITAs) to inform instructional decisions.
- All school data is being disaggregated to monitor the progress of our subgroups, primarily English Language Learners, Special Education Students and Gender.
- This information is generated into report format for parents, teachers and administrators in order to drive instruction, to develop and modify programs, and to track progress.

In addition to utilizing the above multiple assessments to drive instruction for the ELLs, P.S. 89 also utilizes the results of standardized tests such as the New York State English Language Arts, New York State Mathematics, New York State Science, New York State Social Studies and New York State English as a Second Language Achievement Test to inform the school Language Allocation Policy.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s): 2 - 5 **Number of Students to be Served:** 160 LEP _____ Non-LEP

Number of Teachers 3 **Other Staff (Specify)** 2 Supervisors

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

School Description

P.S. 89, is located in Elmhurst, Queens. It is a Title I school with a low socio-economic level of 87%. P.S. 89, has an extremely high multi-cultural population consisting of 75.7% Hispanic, 4.7% Caucasian, 0.42% African American, 19% Asian and others and is one of the largest elementary schools in New York City. Our student body consists of an English Language Learner (ELL) population that is equal to 54% of our total enrollment of 1718 students. Although data from the New York City Report card reflects improvements for all students, a major area of concern is the low academic achievement of our ELL subgroup. A review of the New York State ELA exam results from the 2007-2008 accountability status report reveals that our ELL subgroup did not meet their performance criteria in order to make the required AYP in the New York State Assessment. This resulted in an accountability status of Restructuring Year 4 for the present school year. The school is divided into three vertical academies encompassing grades K-5. An Assistant Principal is assigned to each academy, which allows for more individualized attention, support and monitoring of students' progress. Currently, P.S. 89 has an enrollment of 868 English Language Learners of which 60 are newcomers. All of the above factors influenced the decision to create a supplemental, full-time ESL Coordinator position This is strictly a supplemental position, and in no way is its existence a fulfillment of any state mandates.

Responsibilities of the ESL coordinator include:

- Supporting parents of ELLs to facilitate the transition into a new school
- Providing workshops for parents of ELLs throughout the school year.
- Providing extensive training and support to ESL teachers, particularly new ESL teachers as well as demonstrating lessons and providing coaching for ESL teachers
- Providing professional workshops for ESL teachers, and sharing information leading to their own professional growth.
- Conducting school-wide professional staff development related to ESL Standards, language acquisition, ESL strategies and methodologies, including effective instructional practices for ELLs, as well as providing awareness of all ESL regulations and policies.
- Providing continuous consultation to regular classroom teachers, content teachers and AIS teachers; offering best practices to support limited proficient students in their classrooms.
- Mentoring and providing constant support to ESL teachers with the implementation of the Rigby ESL Program, and professional development in instructional methods including differentiated instruction to assist students in becoming self-sufficient in English as quickly as educationally possible.
- Meeting with all ESL teachers weekly to discuss ESL instructional strategies, procedures, resources and ways to ensure a consistent and high quality ESL instructional program, as well as updated information on ESL compliance.
- Assisting ESL teachers in developing and implementing assessment tools to evaluate the needs of ELLs to drive instruction
- Providing oral and written (Chinese) translations as needed.

The daily schedule of the ESL coordinator varies from day to day as it addresses the needs of classrooms, students, teachers, and ELL parents through observations and communications with the Parent Coordinator

Our school implements comprehensive Dual Language and the ESL curriculum, *Rigby- On Our Way to English* in accordance with the CR Part 154 and Title III guidelines for approximately 868 ELLs. There are two (2) Dual Language classes in each grade from K-5. We have nineteen (19) fully certified ESL teachers servicing our ELLs utilizing the pull-out/push-in model. Through differentiated instruction, our students will meet and exceed city and state learning performance standards.

Rationale of Program (Targeted Students)

Through an analysis of the NYSESLAT results, we found that that our Beginner ELLs scored lower on the Reading/Writing portion of the assessment when compared to the Listening/Speaking part of this exam. Below are the students, by grade, who scored in the lowest percentile of the Reading/Writing portion of the 2008-2009 NYSESLAT:

- 1st grade, 12.5% of our ELLs scored at the Beginning level (26 out of 208)
- 2nd grade, 7.7% of our ELLs scored at the Beginning level (12 out of 156)
- 3rd grade, 6.5% of our ELLs scored at the Beginning level (10 out of 154)
- 4th grade, 6.8% of our ELLs scored at the Beginning level (6 out of 88)

Research shows that without a solid oral language foundation, comprehension breaks down at even the earliest reading levels, see attached.

Program Goal

The goal of the 2009-2010 P.S. 89, Q. Mondo After-School Program is to improve the reading and writing outcomes for English Language Learners in Grades 2-5, through the combined Mondo publishing *Let's Talk About It! Oral Language Reading & Writing Program* and the Mondo *Intervention for Extended Learning* program. Both intervention programs establish data-driven focused instruction and employs a variety of instructional approaches designed to meet the needs of the English Language Learner during a 90-minute, 150 day schedule:

- Individualized Assessment
- Whole Class Shared Reading
- Small Group Instruction, including Oral Language
- Written Response
- Whole Class Read-Aloud

Instructional Program

Title III program provides Newcomers and Beginner English Language Learners with supplemental instruction using the *Mondo Intervention for Extended Learning* program. The instructional program will service Newcomers and Beginner ELLs in grades 2, 3, 4, and 5 who score at the Beginning level on the 2008-2009 NYSESLAT. The Mondo After-School program specifically addresses instruction in English to improve literacy performance. Three groups will meet (two) 2 days per week (Monday/Wednesday or Tuesday/Thursday) from 3:00 p.m. – 4:30 p.m. Each class within the program

will service approximately 12-15 students. There are three (3) teachers who will administer the program, one of whom is fully ESL and Bilingual certified; (2) supervisors will train the teachers in the program, administer monthly professional development, assess student progress and oversee the program until the end of May

Program Descriptions

Mondo publishing *Let's Talk About It! Oral Language Reading & Writing Program* provides a sequential, structured approach for oral language development as a foundation for literacy success. The Mondo publishing *Intervention for Extended Learning*: A research-based program providing motivating materials along with flexible teaching plans and schedules.

- Motivating Nonfiction Charts
- Individual Lesson Booklets
- Oral Language Development
- Engaging Read Aloud Books
- *Let's Sing About It!* Shared Reading Charts with Cassette Tapes and/or CDs
- Day-to-Day Schedules
- Specific Teaching Focus for Each Day
- Explicit teaching of syntax and structures of complex English, content area schema and vocabulary
- A 5-minute assessment to identify students' oral language proficiency levels and risk of reading failure to be used to drive instruction

The Intervention Guide helps teachers identify reading stages and plan for differentiated instruction. The Guide includes an oral language assessment battery that forms the basis for instruction.

1. Oral Language
2. Fluency
3. Print Concepts
4. Phonemic Awareness
5. Letter/Sound Knowledge
6. Letter/Sound Correspondence
7. Word Knowledge
8. Oral Language to Written Language

Rationale of Program (Targeted Students)

An analysis of the Teachers College Reading Assessment Data for second grade, as reported on Monitoring for Results report for September, 2009 shows:

- 43.7% of students (132 out of 302) are performing at Levels 1 and 2
- 78.0% of students performing at Levels 1 and 2 (108 out of 132) are English Language Learners (ELLs)

- *24.5% of students (74 out of 302) are performing at Level 1 – 90.5% (67 out of 74) are ELLs
Early intervention is crucial in order to insure the best long-term outcomes for students.*

Program Goal

The goal of the 2009-2010 P.S. 89, Early Intervention Extended Day Program is to improve the reading and writing outcomes for English Language Learners in Grade 2, through the combined use of Foundations Wilson Language Basics and Wright Group's Fluency FIRST! Program. Both intervention programs establish data-driven focused instruction and employ a variety of instructional approaches designed to meet the literacy needs of the English Language Learner during a 60-minute, 98 day schedule. The combination of the two programs will provide students with balanced intervention program that targets the basic literacy needs of beginning readers.

Instructional Program

The Early Intervention Extended Day Title III Program provides targeted instruction to English Language Learners (ELLs) who are at risk for not meeting grade level benchmarks. The instructional program will service ELLs in grade 2, who score at level 1 or 2 on the Teachers College Reading Assessments. The Early Intervention program specifically addresses instruction in emergent and beginning reading to improve the literacy performance of ELLs. Students will meet (four) 4 days per week (Monday, Tuesday, Wednesday and Thursday) from 3:00 p.m. – 4:00 p.m. Each class within the program will service approximately 12-15 students.

Program Descriptions

Foundations is an adaptation of the Wilson Reading System which is a remedial program based on the principles of the Ortho-Gillingham methodology. It is a systematic, sequential and multi-sensory method of teaching reading and writing skills to students who struggle, including those with special needs. The Foundations Program utilizes the same methods to improve early reading performance for all students. It provides engaging, interactive instruction in 25-30 minute lessons. Lessons include:

Letter Formation

Phonological Awareness

Sound Mastery

Phonics

Vocabulary

Sight Word Instruction

Fluency
Comprehension
Written Composition

The Fluency FIRST! Program builds students' reading fluency. Reading fluency is the ability to read accurately, automatically, and with meaningful expression. Instruction in fluency has been proven to help students bridge the gap between learning to decode and reading for meaning. (Dowhower 1987, 1994) The program is based on the Fluency Development Lesson (Rasinski, Padak, Linek, & Sturtevant, 1994) which utilizes research-tested activities and teaching techniques in 15-20 minute lessons which include:

Fluency Modeling
Shared Reading
Choral Reading
Paired Reading
Phonemic Awareness
Word Study
Individualized Assessment

Assessment

Assessment of student performance will include a comprehensive assessment administered triennially as well as a Fluency assessment which will be administered bi-monthly. The results of the assessments will be collected, analyzed and interpreted to determine the success of the intervention program.

Professional Development Program

Title III Professional Development program will focus on providing our teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYS performance and learning Standards and achieve higher scores on all state assessments. Teachers participating in the professional development workshops will be paid in the trainee rate and teacher trainers will be paid at per session rate. The professional development sessions will be co-facilitated by an Assistant Principal and the certified (ESL/Bilingual) teacher.

The six (6) Teachers working in the supplementary instructional programs will receive two (2) sessions of professional development after school from 3:00 p.m. – 4:30 p.m. The workshops will focus on how teachers can use their data (from the assessments administered beforehand) to group children and drive instruction through effective teaching and learning through differentiated practices. Additional customized professional development is available to

focus on data-driven decision making and differentiated instruction, if needed.

Form TIII – A (1)(b)

School: P.S. 89Q BEDS Code: 342400010089

**Title III LEP Program
School Building Budget Summary
Form TIII – A (1)(b)**

Allocation Amount: \$132,320.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) 2 supervisorsX4daysX 104.08=832.64 3 Teachers x2daysx\$75.00= 450.00 3 Teachers X4 days x 149.19=596.76 Program will run for 98 days	<i>\$93,602</i> <i>10,199.84</i> <i>11,025.00</i> <i>14,620.62</i>	<i>Salary of the ESL Coordinator</i> <i>Supervisor</i> <i>Teacher</i>
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	500.00 2,372.54	Mondo Oral Language read aloud materials. Chart paper, markers, copy paper, Various educational supplies and materials.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$ 132,320.00	

**School has not received Title III LEP Funds as of this date 9/30/09

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.

The data from the school's ATS home language report, as well as feedback from teachers, parents and other staff members, is compiled to determine what services are needed in the area of written translation and oral interpretation. The data was collected and analyzed to determine the needs of the school and community.

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.

An analysis of the data above found that there continues to be a significant need for translation and interpretation, since the school serves a very large multi-ethnic, multilingual neighborhood. Some of the languages spoken are: Spanish, Mandarin, Cantonese, Bengali, Urdu, Hindi, Arabic, Tagalog, Burmese and Tibetan. Translation and interpretation services are needed for teacher/parent letters, parent/teacher conferences, official documents, and parent meetings.

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.

To address the translation needs of our staff, students and families, P.S. 89Q will continue the in-house translation and interpretation program, comprised of teachers, paraprofessionals, parents and support staff. The secretarial staff will create form letters for teachers and parents to be housed in key locations that are easily accessible to all. These documents will address Chancellor's Regulation A-663, Section V, Parts A and B.

- a. Registration, application, selection***
- b. Standards and Performance (Report Cards)***
- c. Conduct, Safety and Discipline***
- d. Special Education and Related Services***
- e. Transfers and Discharges***
- f. Placements in any special programs (e.g. A.I.S., Special Ed., ESL, Gifted and Talented, etc.)***
- g. Permission Slips/Consent Forms***

Additional form letters have been created and translated to address teacher/parent communication such as:

- Homework***
- Behavior***
- Curriculum Units of Study***
- Events/Trips/Celebrations***
- Tardiness***

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.

To address the oral interpretations needs of our staff, students, and families, P.S. 89Q developed an in-house translation and interpretation system, with the Parent Coordinator. Teachers, parents and administration obtain translation and interpretation services through the Parent Coordinator, and the DOE Translation and Interpretation Unit. Topics that may be addressed are:

- a. Goals and expectations for student performance***
- b. Student behavior and discipline issues***
- c. Homework***
- d. Promotion in doubt***
- e. Family support***

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>.

- a. A memo will be written and posted (in covered languages and languages that are not covered but pertain to 10% of our student population) notifying parents of their rights regarding translation and interpretation assistance services and how to obtain such services*
- b. A copy of this memo will be kept on the parent bulletin board outside the main office*
- c. A notice will be posted at the main entrance that will inform parents where they can find the information on their rights for translation and interpretation*
- d. The school's safety plan will contain procedures that ensure that parents in need of language assistance services will not be prevented from reaching the school's administrative offices due to language barriers.*
- e. Language groups that are not covered in which there is at least 10% of the student population will be provided with written translation of all notices and forms in their language of understanding.*
- f. Teachers will be compensated per session for oral and written translations services provided outside the school session*

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:	1,159,906.00	56,027.00	1,215,933.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	11,599.90		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		560.27	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	57,995.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		2,801.00	
6. Enter the anticipated 10% set-aside for Professional Development:	115,990.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		5,602.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97.3%
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.

Teachers, who do not possess the necessary certification in order to meet the High-Quality Teacher standards in core academic subjects, will receive support in the form of information, reminders, and compensation to obtain the necessary requirements. Teachers, who are

not successful at achieving the necessary certification, will be placed in positions for which they are highly qualified. This will insure that all High-Quality Teachers teaching in all core subjects for the 2009-2010 school year.

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.

P.S. 89Q – The Elmhurst School Parent Involvement Policy

It is stated in the P.S. 89Q mission statement that “all members, staff, students and parents are actively engaged in the educational process.” To ensure that parents are actively engaged, P.S. 89Q has formulated this Parent Involvement Policy in collaboration with teachers, parents and the parent coordinator.

I. General Expectations

P.S. 89Q agrees to implement the following requirements with its Parent Involvement Committee:

- Plan and monitor programs, activities and procedures for parent involvement in collaboration with parents
- Meet the requirements of section 1118(b) of ESEA and create a school-parent compact consistent with 1118(d) of ESEA in order to strengthen the involvement of families
- Ensure that the Parent Involvement Policy is included in the Comprehensive Education Plan (CEP)
- Ensure that *all parents* are informed of parent involvement activities and are provided with copies of the school-parent compact and parent involvement policy in the home language, when possible.



- Ensure that parents are involved in the determination of how Title I, Part A funds for parent involvement are spent.
- Use the definition of parent involvement as a guide to monitor all programs, activities and procedures.

Definition:

Parent Involvement means the participation of parents in regular, two-way, and meaningful communication with the school. Parents are an integral partner in their child's learning, actively involved in their child's education and are encouraged to participate in decision-making and advisory committees at the school.

II. Implementation

1. P.S. 89Q established a parent involvement committee in which the parent coordinator has recruited an equal number of parent participants to teachers. This committee is responsible for the creation of the parent involvement plan; therefore, parents are involved in the development of the plan.
2. P.S. 89Q involves parents in school review and improvement by having parents complete needs assessment surveys, participate in school leadership, participate in the parent involvement committee and volunteer as learning leaders.
3. P.S. 89Q will inform parents of current units of study in reading, writing, science, social studies and math through a centrally located bulletin board. Teachers will inform parents of new units of study and invite parents to end of unit curriculum celebrations throughout the year.
4. P.S. 89Q will integrate parent involvement with Universal Pre-K programs by inviting parents of pre-school children to P.S. 89Q parent workshops.
5. P.S. 89Q will conduct an annual assessment survey to determine the effectiveness of its parental involvement policy for *all parents*, especially for parents with limited income, special needs, limited English proficiency, limited literacy and including all ethnic groups. The results of this survey will be used to plan parental involvement activities and programs to meet their needs.
6. P.S. 89Q will build school and parent capacity by providing the following activities:
 - Inform parents of state academic standards, benchmarks, standardized testing requirements, promotional criteria and how to monitor their child's progress.
 - Inform parents of supplemental educational services available.
 - Provide materials and training to foster literacy and parental involvement through programs such as: GED preparation, First Steps, ESL, Nutrition, Math and Literacy, Preparing Parents for parent-teacher conferences.
 - Coordinate and integrate parent involvement programs with pre-school students through kindergarten orientation, First Steps Parent Toddler Program and inviting Universal Pre-K parents to attend P.S. 89Q parent workshops.
 - P.S. 89Q makes every effort to insure that information is made available in the parents language of understanding through written translation of fliers, memos, parent notices and provides oral translation during parent workshops and meetings. The school is in the process of creating an in-house translation committee, of parents and teachers, which will build capacity.



III. Discretionary Activities

P.S. 89 will continue to develop and maintain model approaches for improving parent involvement such as:

- Creating and maintaining a parent lending library
- First Steps Parent-Toddler Program to improve the language development of pre-school age siblings
- In-House Translation Team to assist with communication between home and school.
- Adult Literacy

IV. Adoption

This school parental involvement policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by the P.S. 89Q School Leadership Committee agenda. This policy was adopted by P.S. 89Q – The Elmhurst School June 2nd, 2008 and will be in effect for the period of 2009-2010 school year. The school will distribute this policy to all parents of participating Title 1, Part A children in their language of understanding on or before September 30, 2008.



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.

PS 89Q – THE ELMHURST SCHOOL
“Where Believing is Achieving”
Student-Parent-School Compact

Mission Statement

Every student at P.S. 89Q will receive a solid foundation for learning through high quality, standards-based instruction. We will build a community of learners where all members, staff, students and parents are actively engaged in the educational process. Problem solving, communication skills and critical thinking will be developed through an enriched curriculum that emphasizes science, social studies, technology, publishing, arts and literature. We will create a positive, supportive educational environment that will develop life-long learners, ready to be productive members of the world community.

Student Pledge	Family Pledge	Faculty/Staff Pledge
<p>As a student, I will strive to:</p> <ul style="list-style-type: none"> ♦ Let my teacher and family know if I need help. ♦ Read on my own and with my family, everyday. ♦ Do my homework everyday, and turn in all assignments when they are due. ♦ Obey the school rules and follow the discipline code. ♦ Respect myself, adults, and other students. ♦ Come to school everyday prepared to learn by eating breakfast, having school supplies and wearing appropriate attire. 	<p>As a parent, I will strive to:</p> <ul style="list-style-type: none"> ♦ Stay aware of what my child is learning and communicate regularly with the school staff and my child. ♦ Reach out to the school community. ♦ Assist with homework and read with my child every day. ♦ Monitor the content and amount of my child’s television viewing and video gaming. ♦ Make sure my child arrives to school on time everyday, attends regularly, and follows the school’s discipline and dress codes. ♦ Attend parent teacher conferences, workshops, Parent Association meetings, and participate in school activities. 	<p>As a member of the school community, I will strive to:</p> <ul style="list-style-type: none"> ♦ Create a partnership with every family. ♦ Provide high quality curriculum and instruction. ♦ Provide the necessary books and materials to support curriculum and instruction. ♦ Monitor the progress of all students and provide interventions as needed. ♦ Attend professional development to stay current in best practices. ♦ Inform parents of programs/services that their children are eligible for. ♦ Provide information in the home language through translation at PA meetings, in memos and newsletters. ♦ Respect the cultural and linguistic diversity of our students and their families. ♦ Develop activities that encourage parent involvement to promote academic achievement and build home-school connections.

 Student Signature

 Parent Signature

 Teacher 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.

A comprehensive needs assessment was conducted by school leadership in collaboration with teachers, parents and administrators that included a quantitative analysis of student performance on state assessments, as well as interim targeted assessments including the results of disaggregated data. Additionally, the needs assessment included qualitative data such as teacher surveys, observations and informal student assessments, i.e. teacher conference notes, and running reading records.

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:

- *Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.*
- *Help provide an enriched and accelerated curriculum.*
- *Meet the educational needs of historically underserved populations.*
- *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.*
- *Are consistent with and are designed to implement State and local improvement, if any.*

PS 89's Comprehensive Educational Plan for 2009-2010 will reflect a concerted effort and specific plans to address the low

academic achievement of all students, with an emphasis on focused interventions for Students with Disabilities (SWD) and ELL students. These priorities are based on the findings of a comprehensive needs assessment. The priorities are as follows:

To improve the overall academic performance of all students by providing the following:

- *Core curriculum programs that align to state and local standards*
- *A partnership with Teachers College Reading and Writing Project (TCRWP) that provides professional development in literacy both on and off-site*
- *Two Literacy/Math Coaches*
- *Monthly grade level collaborative planning sessions for classroom teachers in reading and writing instruction*
- *Focused targeted academic intervention services offered both within the school day and after school*
- *School-wide academic enrichment provided for thirty seven minutes 4 days a week for all students in grades K-5*

To improve the overall academic performance of Students with Disabilities:

- *A Special Education Coordinator will continue to support the Special Education Teacher with professional development and coaching in best practices in differentiated instruction*
- *The administration will work closely with the School Based Support Team (SBST) to insure timely accurate and thorough completion of cases including initial, annual and triennial reviews.*
- *Students with Disabilities will be closely monitored by teachers to insure they are meeting their IEP goals as well as instructional targets.*
- *Students with Disabilities will be provided with academic intervention services when appropriate to maximize their chances of meeting grade level expectations. The student progress will be closely monitored by administrators through the use of the STAR Report*
- *Staffing assignments will be made to insure the highest level of instruction for Students with Disabilities*
- *The Learning Lab will continue to provide a supportive environment for students receiving Special Education Teacher Support Services*
- *Additional technology support (software and hardware) will be purchased to provide alternate modalities of instruction for Students with Disabilities*
- *Fountas and Pinnell Leveled Literacy Intervention Program will be implemented as an academic intervention for students*

in self-contained Special Education classes (Grades 3-5).

- *The Science Club will continue to provide academic intervention in science to improve content knowledge and practical skills*
- *To reduce the number of students referred for special education services, the Early Childhood Reading Labs, Kindergarten Oral Language Program, and the First Steps Program will continue to provide early intervention for at risk students*

To improve the overall academic performance of English Language Learners:

- *Dual Language Enrichment Program, will continue in grades K-5, promoting bi-literacy, biculturalism and multicultural awareness to advanced learners.*
- *Units of study in test sophistication strategies will be continue to be implemented in order to prepare students for the NYSESLAT exam.*
- *The ESL Balanced Literacy Program: Rigby 'On Our Way to English' will continue to be implemented.*
- *A third ESL Lab will be added to support ELL students who are at the beginner and intermediate proficiency level.*
- *Curriculum planning and professional development for English Language Learners will continue to focus on differentiating instruction to meet the needs of our ELLs in literacy and language development, as well as in the content areas.*
- *To further support the English Language Learners oral language development, activities such as songs, finger plays and circle games will be added to the program for all Kindergarten classes*
- *To insure high quality instruction for all students, PS 89 will continue to implement a comprehensive program in Social Studies utilizing the Houghton Mifflin Social Studies Program for grades K-5*
- *Teachers will continue to utilize the 'PS89 Narrative Continuum Rubric' Toolkit for Writing Workshop and 'Guided Reading Toolkit' for Reading Workshop to facilitate planning and implementation of differentiated instruction*
- *A continuum for reading skills as well as a narrative writing continuum for qualities of good writing will be developed to assist teachers in assessment and setting instructional goals for literacy instruction.*
- *A variety of assessments will be utilized in all curriculum areas in order to drive instruction including, Teacher's College Reading Assessment, ELA and Mathematics Predictive Assessments, Math ITA, Everyday Mathematics Unit Tests, writing rubrics, Principal's Content Assessments and teacher conference data.*
- *A focus on content area vocabulary and academic language will continue in all content instruction in order to improve content knowledge and skills.*

- *A focus on building accountable talk during book conversations, read aloud, partnerships, book talks, and content area conversations will continue to improve comprehension.*
- *Formative and summative data will be utilized to develop long term and interim goals for all students*

3. Instruction by highly qualified staff.

According to the 2008-2009 Basic Educational Data Survey (BEDS), 97.3% of all teachers at PS 89 are fully licensed and permanently assigned in the licensing area. Teachers, who do not possess the necessary certification in order to meet the High-Quality Teacher standards in their current position, will receive support in the form of information, reminders, and compensation to obtain the necessary requirements. Teachers, who are not successful at achieving the necessary certification, will be placed in positions for which they are highly qualified in order to insure that 100% of teachers will be Highly Qualified for the 2009-2010 school year.

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.

New teachers are trained in weekly professional development in best practices in comprehensive literacy including training in Teachers College Units of Study and Mathematics instruction. All previously assigned teachers choose from a cadre of staff development courses to attend in-house, that are facilitated by TCRWP staff developers. Grade level teacher facilitators attend regional and central calendar days at Teachers College and turn-key information to their colleagues. All coaches attend study groups with Teachers College and turn-key information with the faculty. On-site professional development includes modeling in labsites, coaching and debriefing.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Each year, we receive numerous resumes from qualified applicants. For this school year, nearly 600 applicants expressed an interest in joining our staff. Interviews by the assistant principal include oral and written screenings. Prospective teachers are often asked to write an essay and to conduct a demonstration lesson. The administration attends regional and city-wide job fairs and conducts on-site interview fairs, as well. P.S. 89 possesses a NYC Progress Report grade of 'A', a supportive environment, high-quality staff development, strong leadership, collaborative partnership with Teachers College, small learning communities, collegial planning sessions, and a well-appointed staff lounge, all of which help us secure highly quality new teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

See Appendix 4 – Parent Involvement Policy

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.

See Appendix 4 – Parent Involvement Policy

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.
 - a. ***The assistant principals closely monitor the academic progress of students and develop a plan of academic intervention services for at-risk students in collaboration with the teachers. The teachers and assistant principals meet periodically to assess each student's progress using all available data to discuss and plan for the educational needs of at-risk students. Interim data is collected and reviewed, and plans are made to determine if the interventions are working. The academic intervention team is comprised of the respective academy administrators.***
 - b. ***A team of administrators (Principal and 4 Assistant Principals), ESL Coordinator, Dean of Discipline, Parent Coordinator, and teachers (from each discipline) participated in a course, Making Data Work for You. This course discussed using data to make improvements that affect teaching and learning in school by providing participants with the language, knowledge, and tools to make informed changes individually and collaboratively.***
 - c. ***See appendix 1: Academic Intervention Services Summary***

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.
 - a. ***Assistant principals from each academy review the assessment data periodically and identify the students who are performing at Level 1. A determination is made on the academic needs of the students based on the data, and then programs are developed to address the specific skill deficiencies. The students' progress is tracked periodically to determine the effectiveness of the programs and adjustments are made accordingly. The following is a list of the data used to determine the students' proficiency levels:***
 - i. ***Monitoring For Progress – teachers use Teacher's College Reading Assessment to administer running record for reading***
 - ii. ***TC K – 8 Continuum for Assessing Narrative Writing to monitor students' writing progress***
 - iii. ***Acuity Predictive Assessment***
 - iv. ***ITA Math***
 - v. ***Unit tests in Mathematics***
 - vi. ***Informal assessments: teacher observations, conferencing notes, end of the unit assessments in reading and writing workshop***
 - vii. ***New York State ELA Exam***
 - viii. ***New York State Math Exam***
 - ix. ***Principal's Content Assessments***

b. See appendix 1: Academic Intervention Services Summary

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.
 - ***Universal Meals***
 - ***Parent Workshops- Child abuse prevention, parenting skills, nutrition club***
 - ***Supplemental Education Services (SES) provided by Supreme Evaluation, Test Quest at Home, READ , and LATCH***

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (NOT APPLICABLE)

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: Restructuring – Year 5 **SURR¹ Phase/Group (If applicable):** Not 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.

Recent data from PS 89’s NYC Report Card shows consistent improvement in academic achievement for all students. For several years a major area of concern was the academic achievement of our Limited English Proficient subgroup. To improve the performance of English Language Learners (ELLs), the implementations of focused interventions and improved instructional programs have led to the Limited English Proficient subgroup meeting the performance criteria for 2007-2008. Furthermore, a review of the NYS ELA Exam results from the Accountability Status Report 2008-09 revealed that the ELL subgroup continued to make significant academic progress, meeting their performance criteria and achieving a performance index of 151 which was a 21 point increase from the previous year. However, along with this great accomplishment, the school community was faced with a new challenge. The Accountability Status Report 2008-09 shows that the Students with Disabilities subgroup achieved a performance index of 90, which was a mere one point below the safe harbor target. This resulted in a school accountability status of Restructuring - Year 5 for the 2008-2009 school year.

This data may, in part, be attributed to:

- ***The community of Elmhurst, where P.S. 89 is located, is an area with a low socio-economic level (84.5%). The low socio-economic status of students adds additional burdens. The home environments of many students are crowded, with many families sharing living quarters, making studying at home difficult.***
- ***The low socio-economic status of the parents makes it difficult, or impossible, for them to hire tutors or purchase materials that promote literacy.***
- ***P.S. 89Q is located in an area with a high percentage of immigrants. Our student body consists of an ELL population that is equal to 54% of its entire enrollment of approximately 1,700 students.***

¹ School Under Registration Review (SURR)

- *Parent support is limited due to the fact that the home language of nearly all our students is a language other than English. This limits the parents' ability to provide homework assistance, preparation for exams, and at home intervention for remediation.*
 - *Research shows that low-socioeconomic status directly affects the number of words spoken in the home and therefore affects vocabulary development and oral language. This has been shown to have a direct negative affect on school performance in literacy.*
 - *In school year 2006-2007, there was a change in the testing guidelines for ELL students. Previously, ELL students were exempt from the state test for the 1st three (3) years upon arrival. However, under the new guideline, ELL students were tested in their 1st year of arrival. Our ELL population participated in the NYS English Language Arts exam, regardless of their limited English proficiency and brief length of residency in this country. This factor contributed to the low performance of the ELL subgroup; the only subgroup who did not make the AYP in the NYS English Language Arts exam in 2006-2007.*
 - *The zoning status of the Students with Disabilities subgroup is a concern with more than 50% of the children in our special education classes are not zoned to P.S. 89. The implication of this is that the majority of these students have not spent the entirety of their elementary education in our school. Consequently, they could not have had the same access to curriculum, program supports, and interventions as zoned students that have been in attendance since kindergarten.*
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.

Since ELL subgroup did not meet its AMO, a school restructuring plan was developed 5 years ago, in which a restructuring option was chosen and the plan for implementing that option was approved by the New York State Education Department. This plan outlined a dramatic change in school structure/organization that included the creation of three vertical learning academies each supervised by an Assistant Principal. This organizational structure continues to promote the following: small manageable units; students receiving more personal attention and support; empowerment of teachers to monitor student growth longitudinally; and development of cross-grade experiences and collegial affiliations among all staff. It also allows for direct input from the staff, increased teacher/student supervision and increased teacher-supervisory conferences. Parents develop and maintain relationships with teachers and supervisors over the entire period of their children's enrollment. This model also increases access to supervisors located within each learning community, and improves communication among students, staff and supervisors. Since the implementation of P.S. 89's restructuring plan, there has been consistent improvement in student performance on the NYS English Language Arts Exam.

Recent data from PS 89's NYC Progress Report Card shows improvement for all students; however, a major area of concern continues to be the low academic achievement of our English Language Learner (ELL) subgroup. A review of the NYS ELA Exam results from the Accountability Status Report 2008-09 revealed that the ELL subgroup did in fact meet their performance criteria in order to make the required AYP in the New York State ELA Assessment. Furthermore, a review of the NYS ELA Exam results from the Accountability Status Report 2008-09 revealed that the ELL subgroup continued to make significant academic progress, meeting their performance criteria and achieving a performance index of 151 which was a 21 point increase from the previous year. However, along with this great accomplishment, the school community was faced with a new challenge. The Accountability Status Report 2008-09 shows that the Students with Disabilities subgroup achieved a performance index of 90, which was a mere one point below the safe harbor target. This resulted in a school accountability status of Restructuring - Year 5 for the 2008-2009 school year. In response to our accountability status, P.S. 89, as a learning community, is at all times proactive in researching and implementing innovative programs and methods in order to continue to improve the achievement of our students, especially English Language Learners and Students with Disabilities. Since the inception of the restructuring plan, the following programs have been implemented: Teachers College Reading and Writing Project, Wilson Foundations, Everyday Math (workshop model), Delta Science Modules, and Houghton Mifflin Social Studies.

- *Additional services for ELL students include:*
 - *(3) English Language Laboratories*
 - *On Our Way to English, by Rigby*
 - *The MONDO Oral Language Reading Program for English Language Learners*
 - *The Foundations Phonics/Phonemic Awareness After School Program*
 - *Expansion of the Dual Language Program into the 5th Grade*
 - *Early Intervention Literacy Labs and our AIS programs: Passport and Great Leaps*
 - *Great Leaps Reading as an intervention service for at-risk students.*
 - *Expand Foundations, a phonemic awareness and phonics program to grades K-3 instruction.*
 - *Passport, a small-group intervention reading program for Grades K, 3-5*
 - *Lexia, a computer based phonics program to all the grades, including the Dual Language programs.*

- *Additional services for Students with Disabilities include:*
 - *A Special Education Coordinator will continue to support the Special Education Teacher with professional development and coaching in best practices in differentiated instruction*
 - *The administration will work closely with the School Based Support Team (SBST) to insure timely accurate and thorough completion of cases including initial, annual and triennial reviews.*

- *Students with Disabilities will be closely monitored by teachers to insure they are meeting their IEP goals as well as instructional targets.*
 - *Students with Disabilities will be provided with academic intervention services when appropriate to maximize their chances of meeting grade level expectations. The student progress will be closely monitored by administrators through the use of the STAR Report*
 - *Staffing assignments will be made to insure the highest level of instruction for Students with Disabilities*
 - *The Learning Lab will continue to provide a supportive environment for students receiving Special Education Teacher Support Services*
 - *Additional technology support (software and hardware) will be purchased to provide alternate modalities of instruction for Students with Disabilities*
 - *Fountas and Pinnell Leveled Literacy Intervention Program will be implemented as an academic intervention for students in self-contained Special Education classes (Grades 3-5).*
 - *The Science Club will continue to provide academic intervention in science to improve content knowledge and practical skills*
 - *To reduce the number of students referred for special education services, the Early Childhood Reading Labs, Kindergarten Oral Language Program, and the First Steps Program will continue to provide early intervention for at risk students*
- *PS 89 utilizes the Teacher's College Reading Assessment, Rigby Benchmark and El Sol (Dual Language Spanish component) assessments to monitor progress in literacy during the school year. Results from the running records are entered onto the Monitoring for Results (MFR) summary sheet for each class, Kindergarten through Fifth Grade.*
 - *Information gathered from MFR is compiled by class, grade level, academy, and subgroups (special education, ELLs, ethnicity, and gender) to generate reports. These reports are used to track students' progress, quarterly in grades K-2, and triennially in grades 3-5. Teachers use this data to set interim goals and differentiate instruction in the classroom. The instructional cabinet evaluates individual student progress, program effectiveness, and develops academic intervention programs as needed.*
 - *To address parental involvement, the Parent Coordinator (PC) provides a valuable link between the school and the home. The PC provides information on school and community resources and interprets for parent teacher conferences when needed. The PC has provided workshops for parents in Everyday Mathematics, literacy, test preparation, parenting skills and nutrition. In addition, the PC acts as a liaison between SES providers and the parents. The PC will continue to provide workshops for parents in how to support their children at home.*

- ***Learning Leaders: We have developed relationships with parent volunteers who have been trained by Learning Leaders, and who are committed to providing their support in tutoring students and providing assistance to our classroom teachers. This year, we have expanded the number of Learning Leaders from five (07-08) to nine (08-09).***
- ***GED/Adult ESL classes: Partnerships with outside agencies who provide our parents with instruction in obtaining their high school equivalency diploma, and in helping them develop proficiency in the English Language (Pending Funding)***
- ***SES provides tutoring and academic intervention and is available to Title I students at no cost to the families. At present, PS89 has the following SES providers: Supreme Evaluation, LATCH, READ and Quest. These service providers also give students literacy materials to take home at the completion of the program.***
- ***In order to bridge the achievement gap between low socio-economic and middle class students, we will continue to address the oral language and vocabulary development of future students. P.S. 89Q has developed the First Steps Parent-Toddler Program. First Steps facilitators model oral language strategies for parents, in small groups, using books and toys. The parents borrow the materials from the First Steps lending library and practice those strategies with the toddler at home. Each week, the participants return for further support, and receive new materials and instruction. To build capacity, we have included Parent Volunteers as facilitators for the 2008-2009 school year, some of whom were former participants in the program.***
- ***To address new teacher competence, each new teacher is assigned an experienced buddy teacher on their respective grade to support them with classroom management, instructional planning, and assessment. A Mentor teacher is also assigned to each new teacher to assist them with instructional planning and clerical work. This year, P.S. 89Q continued its New Teacher Institute that provided training and inter-visitation to classrooms of master teachers to observe best practices in instruction and management. New teachers also participate in Teachers College professional development: ESL Workshops, Central Calendar Days and Queens Community calendar days. This year, we extended our New Teacher Institute into a yearlong, weekly professional development course. Led by the in-house Staff Developers, teachers meet in small grade level groups to deepen their understanding of curriculum and instructional methods.***
- ***To retain experienced teachers, the school provides in-depth, professional development courses which are provided by Teachers College professional developers. The teachers select the courses based on their professional needs, and attend four courses in five week cycles. Teachers are further supported by monthly, collaborative unit planning sessions.***
- ***To meet the needs of ELLs, the Academic Intervention Team (AIT) comprised of the Principal, three (3) Assistant Principals from each academy, and the Assistant Principal for Testing and Data Assessments monitors and prescribes AIS services tailored to the student's needs, and monitors the academic progress for at-risk students.***
- ***Two Inquiry Teams, consisting of teachers, research methods for improved student outcomes in the areas of Math and English Language Arts.***
- ***To provide greater differentiated instruction, the ELL labs will maintain a student/ teacher ratio to 10:1***

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.

Date/Time When?	Participants For whom?	Area	Topic/Focus/Purpose What?/Why?	Delivery Format How?	Facilitator/Provider By whom?
September 2009 to June 2010	Cluster Teachers	Math, Science and Social Studies	To meet for Curriculum Unit Planning, Articulation, Integration in order to provide cohesive, spiraled instruction	Collaborative Groups (3-4 times per year)	Assistant Principal
September 2009 to June 2010	Classroom Teachers, ESL Teachers and Special Education Teachers	English Language Arts	Curriculum Unit Planning, Differentiation, Articulation, and Integration in order to provide cohesive, spiraled instruction	Collaborative Groups (1 day each month per grade – 60 Days per year)	Assistant Principals and Coaches
September 2009 to June 2010	Special Education and Classroom Teachers	Special Education	IEP Goals, Differentiated instruction for Special Education students to address IEP goals, Learning styles	Demonstration, Model, Debrief (Monthly and as needed)	Special Education coach
September 2009 to June 2010	All Teachers	Readers/Writers Workshop and Balanced Literacy	Focus Groups on Read Aloud, Whole Class Conversations, Conferencing, Reading Skill Instruction, Data Driven Instruction, Accountable Talk, Stamina, and Differentiation for Students with Disabilities and ELLs	Demonstration, modeling and Debriefing (2 hour sessions, 30 Days per year total)	Teachers College Reading and Writing Project Staff Developers
September 2009 to	New Teachers	Readers/Writers Workshop, other	Classroom management, classroom environment,	Demonstration, modeling and	Coaches

June 2010		components of Balanced Literacy, and Math	workshop structure, components of Balanced Literacy, Read Aloud, Assessment, Data Driven Instruction, Accountable Talk, Stamina, Differentiation for Students with Disabilities and ELLs in Literacy	Debriefing (Two periods each week per grade)	
September 2008 to June 2009	1-2 Teachers (K-5)/ Turnkey to all classroom teachers	English Language Arts	Best Practices in Literacy/Central Calendar Days	Conferences (total of 23 workshops)	TC Reading/Writing Project
September 2009 to June 2010	2 Coaches	English Language Arts	Literacy Coach Study Groups	Focus group meetings (Total of 18 workshops)	TC Reading/Writing Project Staff Developers

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

a. Differentiated professional development will be provided by TC staff developers and coaches to support teachers’ level of proficiency. In an effort to continue to support teachers who are at different levels of proficiency in their literacy instruction, PS 89’s Professional Development for the school year 2009 – 2010 will consist of two differentiated levels:

- **Beginner Group - on-going professional development for the teachers who are new to the workshop model, and for teachers still in need of support. The goal for this level is to familiarize and support new teachers, and those teachers still in need of support with Readers Workshop/Writers Workshop, components of balanced literacy, TC Reading Assessment, Narrative Writing Continuum, Data Driven Instruction, Goal Stetting and Differentiation for ELLs and Students with Disabilities. Coaches will provide weekly professional development and in-class support, including modeling, demonstrating and ‘coaching in’.**
- **Advanced Group - The Advanced Group will serve the needs of teachers who are well versed in best practices in literacy. These small intensive inquiry groups will focus on particular topics and will**

provide teachers with the means to deepen their knowledge base, and afford them the opportunity to apply these practices in the classrooms. Teachers will select three (3) courses from a menu created in collaboration with the Teacher's College Reading and Writing Project Staff Developers.

- b. New Teachers will attend an in-house New Teacher Institute at the beginning of the year***
 - c. Mentors will be assigned to all new teachers***
 - d. Buddy teachers will be assigned to all new teachers***
 - e. Demonstration lessons will be done in lab-sites to illustrate best practices***
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.
- ***Parents will be notified about the school's identification for school improvement,, in their language of preference, via mail, memos, meetings with the Principal, and by the parent coordinator***

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)² 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

² 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 has or will engage in to assess whether this finding is relevant to your school's educational program.

After careful review of the key findings in the Curriculum Audit in English Language Arts, we will describe the process that PS 89 used to assess whether this finding is relevant to our educational program:

A group of pedagogues consisting of the principal, assistant principal, staff developers, and teachers carefully reviewed the Curriculum Audit Findings. Each issue was carefully studied by critically reading and interpreting how these issues apply to the programs and structures in place at our school. Structures such as curriculum, professional development, academic intervention programs, and assessment data were examined against each issue in the findings, and it was determined by the group whether or not the finding applied to the school.

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?

ELA Alignment Issues

Since the year 2000, PS 89 has been working toward bridging the achievement gap in English Language Arts. We began this process by developing educational partnerships with America's Choice (2001-2003), and then Teachers College (2003-Present). With their support, we provided intensive, ongoing professional development for teachers in understanding the NY State ELA standards. This ongoing professional development built upon what was accomplished from year to year based on teacher observations, student performance and the comprehensive needs survey. It continued in this manner until the end of the 2007-2008 school year addressing each component of balanced literacy and its alignment with NY State ELA standards. Sessions were delivered weekly, to grade level groups, by PS 89 literacy coaches and/or Teachers College Reading and Writing Project staff developers.

Recognizing the fact that many of our faculty members now possess a significant level of expertise and knowledge, we began a new professional development initiative for the 2008-2009 to meet the individual needs of teachers, and at the same time, to build capacity in the building. There are two forms of professional development:

1. Proficient teachers select from a cadre of courses around various topics in literacy. They attend four courses that span a five week cycle, each presented by Teachers College staff developers. All professional development courses include both lecture and practice in lab sites. (See attached Course Catalog)

2. To address the needs of new pedagogues, we initiated a year long New Teacher Institute. This is a weekly, ongoing professional development opportunity provided by in house staff developers. The Institute delivers best practices in all areas of balanced literacy, classroom and material management, and ways to use data to drive instruction. To further support the new teachers in the classroom, the staff developers model, coach in, observe/assess and give immediate feedback and suggestions.

Teachers meet monthly to collaboratively plan literacy instruction. They develop units of study for both reading and writing in order to provide cohesive, spiraled instruction. During planning sessions, teachers review student data and collaborate to create instructional goals for their individual students. This serves to further differentiate curriculum for advanced learners and at risk students.

An analysis of the school structures against the issues in the findings revealed the following results:

Gaps in Written Curriculum:

At P.S. 89, the curriculum is well articulated. Moreover, teachers are actively engaged in reviewing, revising and writing curriculum using the New York State standards and the TCWRP units of study for reading and writing. The teachers meet collaboratively each month to develop objectives, determine the skills, and then author the teaching points for the upcoming units of study. Based on the content of the unit of study, each month, the teachers determine the goals and then develop literacy strategies that are observable and skills-based in order to achieve those goals. These skills are assessed by teachers in individual conferences, and using instructionally targeted assessments. The units of study spiral from year to year,

increasing in complexity, in order to scaffold students' literacy skills. A review of student assessment data over the past several years shows a positive trend in student achievement, with more students performing at levels 3 and 4 each year, while the number of students performing at levels 1 and 2 are declining.

Curriculum Maps:

Teachers collaboratively map out a plan for the unit of study that includes specific skills and strategies to be taught. They determine the goals for the unit, and then develop literacy strategies that are observable and skills-based in order to achieve those goals. The map is articulated to the teachers and administration in the Unit Plans, and articulated to students in mini-lessons, conferences, small group strategy lessons and on classroom charts. Student outcomes are assessed by teachers using formative and summative assessments. To assess the children's progress in each unit, teachers use a variety of lenses: teacher conferences, running records, reading response notebooks, post-it notes, writing checklists, Narrative Writing Continuum Rubric and student generated rubrics.

Taught Curriculum:

Although the Surveys of Enacted Curriculum (SEC) data showed that taught curriculum in many schools was not aligned to the state standards, P.S. 89 has made the delivery of high level standards based curriculum a priority. To insure that this curriculum has depth, since the year 2000, we have provided intensive professional development and expanded curriculum programs in the seven different areas of reading: decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read as well as the five areas of writing: spelling, handwriting, text production, composition and motivation to write. Although the findings showed a lack of emphasis in written production, every student in the school writes everyday and works on developing written products in various genres at all grade levels. Each student publishes approximately ten pieces of writing per year. PS 89 uses both formative and summative data to assess students' progress, and in developing interim and long-term goals. To address the listening and speaking standards, PS 89 uses the New Standards for Speaking and Listening (NCEE, 2001) as a guide to implement curriculum methods and structures. For example, in grades K-2, every teacher has an oral language story telling period in their schedule. In all grades speaking and listening is being addressed in book talks during partnerships, triads, and whole class conversations, in the active engagement during the Mini-lesson, and in cooperative groups during Social Studies and Science.

ELA Materials:

At P.S. 89 every classroom, including CTT and self-contained Special Education classes, has a substantial leveled library with books that span multiple reading levels and genres in order to support independent practice of reading skills and strategies. Students are matched to their appropriate reading level using TC Reading Assessment and shop for books at their independent reading level. Additionally, a guided reading resource library is available with multiple copy sets of thousands of titles from levels A -Z. Teachers sign out sets of books that match their students' instructional level and conduct small group guided reading lessons with their students. There is also a new teacher resource center which contains books which are organized to support the curricula units of study. We are continually working on expanding this collection. All ELA materials,

which are purchased from publishers such as Rigby, Wright Group, BeBop and Mondo, contain books that represent a variety of cultures and ethnicities. The Dual Language classes contain equally substantial libraries to support Readers Workshop in Spanish. Making the purchase of authentic Spanish literature a priority, last year, we were able to expand our collection to include great Spanish classics such as Don Quixote in various levels.

English Language Learners:

PS 89 is situated in a low-economic area of Elmhurst, Queens, and comprised of a culturally diverse student population. Our student body consists of an ELL population that is equal to fifty-four (54%) percent of our entire enrollment of approximately 1,650 students. The high percentage of immigrant parents and the lack of family literacy skills at home have contributed to an achievement gap for this group of students. Research shows that one way to address the achievement gap with this group of students is to build background knowledge and vocabulary. In order to establish a rigorous curriculum, PS 89 will continue the implementation of a comprehensive program in Social Studies, Houghton Mifflin Social Studies Program, in grades K-5. This program provides a Social Studies curriculum that builds upon, and extends, learning from the previous grade level. The scope and sequence is aligned with NY State Social Studies Standards. The New York State Accountability Report of 2007-2008 shows that PS 89 is in good standing in the area of Social Studies.

To build background knowledge and develop academic and content vocabulary in Science, PS 89 implemented Delta Science Modules (DSM) a rigorous, standards-based curriculum that employs hands-on laboratory exercises offering experiences that are both engaging and inquiry-based. Vocabulary is strengthened, and a knowledge base is developed through the DSM system, as students communicate and collaborate with their classmates during investigation activities. The program also includes reading material in big book and small book format for use with students to further reinforce vocabulary development.

The ESL Department at P.S. 89 consists of 12 ESL teachers and is led by an ESL Coordinator. In order to provide a standards-based program for ELLs, we have and will continue to implement the ESL Balanced Literacy Program: Rigby 'On Our Way To English'. This program is implemented in two (2) English Language Laboratories for beginner and intermediate ELL students. We employ a co-teaching model for advanced ELL students. With the increase in ESL teachers, we have been able to reduce the student teacher ratio to 10:1. Teachers participate in collaborative grade level planning sessions in order to develop differentiated literacy instruction through planning effective mini-lessons, small group strategy lessons, individual conferences, and guided reading lessons. We provide academic intervention services to ELLs who are performing well below grade level (Reading Labs, Passport, Great Leaps, Lexia, Mondo Oral Language Reading, Foundations and Small Group Tutoring [37 ½ minutes]). Professional development is provided each year to all teachers in ESL Standards and Methodologies.

In order to further meet the needs of ELL students, classroom teachers have attended and continue to attend ESL extension courses in order to receive their ESL certification.

At P.S. 89, ELL students continue to make progress from year to year. For example, last year's school progress report shows earned additional credit of 0.75 for a 30.9% exemplary proficiency gain for English Language Learners in ELA.

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.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

After careful review of the key findings in the Curriculum Audit in Mathematics, we will describe the process that PS 89 used to assess whether this finding is relevant to our educational program:

A group of pedagogues, consisting of the principal, assistant principal, staff developers, and teachers carefully reviewed the Curriculum Audit Findings. Each issue was carefully studied by critically reading and interpreting how these issues apply to the programs and structures in place at our school. Structures such as curriculum, professional development, academic intervention programs, and assessment data were examined against each issue in the findings, and it was determined by the group whether or not the finding applied to the school.

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?

In the school year 2003-2004, the school community of PS 89 examined the Everyday Mathematics Program scope and sequence and concluded that it meets NY State Mathematics Standards: Process Strands and the Content Strands. Another educational decision reached that year was to teach Mathematics in the context of the workshop model. In the mini lesson, the teacher models, demonstrates and provides sufficient opportunity for the students to try while coaching into students' individual needs. The workshop model allows for teachers to model a variety of mathematical thinking representing mathematical ideas. Students are provided time to practice expressing their ideas in different ways. Realizing that there were components still missing from the program (the process strands), as a school community, we decided to implement a change in the work period to include games and a Math Diary. We use the Everyday Mathematics games to foster partnerships, encourage communication, to aid in problem solving, and to provide concrete representations of mathematical concepts. In the Math Diary, children respond to open ended questions where they are required to solve and explain (with mathematical vocabulary) how they arrived at their answer (Problem Solving). The students share their responses with their partner and class (Communication). Students then reflect and write about how this problem solving can be applied to their real life

(Connection). The students are using manipulatives, drawings/pictures, objects, and acting out/modeling throughout the entire workshop model to problem solve and represent their thought processes.

Our school community has ensured that our mathematics teaching is aligned to what is required by the New York State Mathematics standards. Each lesson in the Everyday Mathematics teacher lesson guide contains goals that are reflective of the content strands and scope and sequence of each standard. The teachers differentiate their instruction to support each range of learners in their class. The children are being assessed in conferences, small groups, and during unit tests. The teachers use this data to drive their instruction and to assure the standards are being met.

For the past several years, student progress at P.S. 89 in Mathematics continues to improve. This has led to our receiving the status of 'In Good Standing' for Mathematics on the New York State Accountability Report for 2008.

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.

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:

MAY 2009

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

After careful review of the key findings in the Curriculum Audit in Instruction for ELA, we will describe the process that PS 89 used to assess whether this finding is relevant to our educational program:

A group of pedagogues consisting of the principal, assistant principal, staff developers, and teachers carefully reviewed the Curriculum Audit Findings. Each issue was carefully studied by critically reading and interpreting how these issues apply to the programs and structures in place at our school. Structures such as curriculum, professional development, academic intervention programs, and assessment data were examined against each issue in the findings, and it was determined by the group whether or not the finding applied to the school.

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?

For the past several years, P.S. 89 has been raising the level of ELA instruction in the classroom by implementing research-based practices. To stay on the cutting edge of research-based practices, we developed educational partnerships with America's Choice (2001-2003), and then Teachers College (2003-Present).

PS 89's ELA program is conducted in the workshop model, consisting of a mini-lesson, independent work period, and a teaching share. In the mini-lesson, the teacher demonstrates a step-by-step, skill-based strategy. After which, the students are afforded the opportunity to practice the strategy with partners thoroughly while the teacher coaches in. The teacher then links the strategy taught to future learning as to ensure students are building a repertoire of reading/writing strategies. Only approximately 17% of the Reading and Writing workshops is devoted to whole class instruction. The remainder of the workshop (approximately 67%) is devoted to differentiated instruction and independent work, in which students are afforded the opportunity to practice their repertoire of strategies. At this time, teachers are engaged in individual conferences, coaching, and small group instruction, in order to meet individual instructional objectives. Regular periodic assessments are administered in order to determine the students' strengths and weaknesses. Furthermore, continuous professional development is conducted on using this data to develop long term and interim goals for each student.

To insure that student engagement is evident in the classroom at all times, students are expected to work independently, in partnerships and in small groups, to share and talk about their work in reading, writing and mathematics. At this time students discuss both the content and the strategies they practiced. It has been a strong instructional focus, for the past several years, to raise the level of student engagement. Teachers have set goals and developed rubrics to help students be more accountable for their independent work. Our efforts have been successful, as evidenced by the positive trend in student achievement across all disciplines.

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.

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* (SOM³) 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 has or will engage in to assess whether this finding is relevant to your school’s educational program.

After careful review of the key findings in the Curriculum Audit in Instruction for Mathematics, we will describe the process that PS 89 used to assess whether this finding is relevant to our educational program:

A group of pedagogues consisting of the principal, assistant principal, staff developers, and teachers carefully reviewed the Curriculum Audit Findings. Each issue was carefully studied by critically reading and interpreting how these issues apply to

³ 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.

the programs and structures in place at our school. Structures such as curriculum, professional development, academic intervention programs, and assessment data were examined against each issue in the findings, and it was determined by the group whether or not the finding applied to the school.

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?

PS 89 utilizes the Everyday Mathematics Program as the Mathematics curriculum in grades K-5. In order to improve the level of student engagement during mathematics lessons, an instructional decision was made to teach mathematics in the workshop model. The math workshop consists of a mini-lesson, independent work period, and a teaching share.

In the mini lesson, the teacher models, demonstrates and provides sufficient opportunity for the students to try while coaching into students' individual needs. Realizing that the level of student engagement needed to be increased, we decided to implement a change in the work period to include games and a Math Diary. The workshop model allows for teachers to model a variety of mathematical thinking representing mathematical ideas. Students are provided time to practice expressing their ideas in different ways. We use the Everyday Mathematics games daily to foster partnerships, encourage accountable talk, to aid in problem solving, and to provide concrete representations of mathematical concepts. In the Math Diary, children respond to open ended questions where they are required to solve and explain how they arrived at their answer. The students share their responses with their partner and class. Students then reflect and write about how this problem solving can be applied to their real life. The students are using manipulatives, drawings/pictures, objects, and acting out/modeling throughout the entire workshop model to problem solve and represent their thought processes. These structures allow for a greater level of student engagement, and reduce time spent on direct instruction. With these changes, only 17% of the Math Workshop is devoted to whole class instruction, while at least 83% is devoted to differentiated instruction and independent work, in which children are afforded the opportunity to practice, explore, and share their collection of strategies through completing an array of activities.

SMART Boards are used in various classrooms, across grade levels, providing students with an additional opportunity to engage in mathematical learning. Additional grant funding will allow for the purchase of additional SMART Boards increasing the use of technology. Recently, P.S. 89 has purchased VMath as an AIS program. This program contains an online component to allow for math practice through the use of technology. Students will be given the opportunity to use various math websites, such as Coolmath.com and Rainforestmaths.com, for enrichment and remediation.

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.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

A review of personnel data at P.S. 89 showed that in 2007-2008, 12% of our pedagogues were first year teachers. This school year, 18% of pedagogues are first year teachers. This combined data shows that nearly 1/3 of our teaching staff has less than two years experience.

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?

At P.S.89, the school addresses the issue of high turnover rate in a variety of ways. A rigorous hiring process has been established to ensure high quality teachers. We begin this process by reviewing resumes, attending job fairs, and recruiting New York City Teaching Fellows, Teachers College Peace Corps Fellows, and Lucy Calkins Teaching Fellows. After careful review of their credentials, only the most promising candidates are invited to a Level 1 interview. During this interview, an assistant principal or teacher screens the potential candidate for intelligence, communication skills, knowledge base and personality. The candidates with the greatest potential are invited to move to level 2. At Level 2, they are asked to compose a writing sample, reflecting on their pedagogical beliefs. Candidates who satisfy the writing requirement proceed to Level 3. At Level 3, the candidate meets with the principal, who assesses the candidate's potential. Those that satisfy the criteria are asked to teach a demonstration lesson in a classroom setting, which is Level 4. Through having this rigorous process, our students are afforded the opportunity to receive the best teaching practices, from highly qualified teachers.

It has been P.S. 89's goal to recruit and maintain high quality teachers. With this goal in mind, we have devoted time and effort to support teachers in their professional growth. We support the new teachers by training them in teaching methods, classroom management, and professional development. In the beginning of the school year, all new teachers participate in a New Teacher Institute, a 2-day intensive course. This provides them with an orientation of all the components of the daily teaching responsibilities. In an effort to further support the new teachers, we implemented a new teacher initiative which is two-fold. A New Teacher Committee was formed, comprised of experienced teachers, which prepared a brochure highlighting the various classroom responsibilities, aided in classroom set up, and provided the necessary materials needed to successfully launch the new school year. In addition, the yearlong New Teacher Institute is a professional development opportunity that is provided to all new pedagogues. In this institute, the in-house staff developers provide weekly training in all areas of balanced literacy, as well as mathematics. This time is divided between content, demonstration, and reflection. The new teachers are also given a mentor, who works with them closely throughout the year. The mentor provides two periods a week of support to the new teacher, as well as classroom visits providing demonstration in areas of need. New teachers are also assigned a buddy teacher to provide additional support and guidance with daily pedagogical responsibilities.

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.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

After careful review of the key findings in the Curriculum Audit in Professional Development for English Language Learners, we will describe the process that PS 89 used to assess whether this finding is relevant to our educational program:

A group of pedagogues consisting of the principal, assistant principal, staff developers, and teachers carefully reviewed the Curriculum Audit Findings. Each issue was carefully studied by critically reading and interpreting how these issues apply to

the programs and structures in place at our school. Structures such as curriculum, professional development, intervention services programs, and assessment data were examined against each issue in the findings, and it was determined by the group whether or not the finding applied to the school.

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?

P. S. 89 values exemplary pedagogical practices and to this end embraces a strong professional development program for teachers. A wide range of professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are offered to all the teachers at P.S. 89 throughout the whole school year:

- ***A New Teachers' Institute, which has been created to support new teachers, provides weekly Professional Development in classroom management; differentiated/small group instruction; student assessments; workshop structure and components of Balanced Literacy and Mathematics.***
- ***Class Intra-visitation is accessible to all teachers, especially the new teachers, where teachers have the opportunities to observe each other teaching, and to share best practices and engage in professional dialogue.***
- ***A mentoring and buddy system provides strong support for the new teachers.***
- ***A monthly grade unit planning day for teachers of grades K-5 is scheduled for all teachers in the respective grade to plan together, discuss differentiated instruction to address the needs of all students, including ELLs, and share effective, good practice through professional dialogue.***
- ***A weekly common prep period is scheduled for all the ESL teachers where they can meet as a whole group and/or with their supervisor and/or their ESL coordinator to plan their instruction, discuss and share effective practice/strategies for ELLs.***
- ***Some ESL teachers attended the QTEL (Quality Teaching for English Learners) training.***

- *ESL Staff Developers were invited from Rigby to provide professional development to the ESL teachers who utilize the Rigby ESL program on Our Way to English to provide differentiated balanced literacy for the ELLs.*
- *Workshops in ESL methodologies, and different aspects related to ESL programs and students' services are conducted by ESL teachers for all staff members.*
- *Professional Development is given on using data from assessments (ITI, NYSESLAT /LAB-R scores, TC Assessments, Acuity and conference notes) to plan for instruction.*
- *Teachers attend Teacher's College study groups, calendar days, regional days and institutes.*
- *Furthermore, P.S. 89 has formed an educational partnership with Teacher's College Reading and Writing Project (TCRWP). Staff developers from TCWRP provide courses in professional development on teaching reading and writing, differentiated instruction for ELLs, assessments, etc. All teachers are offered the opportunity to attend courses/PD regularly throughout the school year.*

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.

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

After careful review of the key findings in the Curriculum Audit in Data Use and Monitoring-ELL Instruction, we will describe the process that PS 89 used to assess whether this finding is relevant to our educational program:

A group of pedagogues consisting of the principal, assistant principal, staff developers, and teachers carefully reviewed the Curriculum Audit Findings. Each issue was carefully studied by critically reading and interpreting how these issues apply to the programs and structures in place at our school. Structures such as curriculum, professional development, intervention services programs, and assessment data were examined against each issue in the findings, and it was determined by the group whether or not the finding applied to the school.

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?

P.S. 89 has established very effective assessment systems to monitor ELLs' academic progress and/or English language development. Teachers of ELLs use the assessment data to plan their instruction and set improvement goals for their students.

- ***At the beginning of each school year, when the NYSESLAT scores become available in Automate the Schools (ATS), all teachers at P.S. 89 are provided with their students' individual disaggregated testing data, and are provided with updated testing data for newly admitted students in their class throughout the school year.***
- ***Workshops are held to help teachers understand the NYSESLAT data, proficiency levels, and units of ESL service mandated for ELLs.***
- ***In addition to the formal assessments such as NYSESLAT, LAB-R test, periodic ELA and Math assessments, Teacher's College Reading assessments, and end-of-unit assessments in the Rigby ESL program on Our Way to English, teachers consistently monitor the academic progress and the language development of the ELLs through informal means, such as regularly conferring with the students in reading and writing, assessing their oral language development, evaluating their class work and homework, observing their participation in class, etc. All teachers maintain a reading assessment/conference binder and a writing assessment/conference binder for the ELLs they service. Teachers use the data they have gathered, not only to monitor the students' progress, but also to identify the learning needs of the ELLs, thus to plan differentiated/small group instruction.***

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.***

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 has or will engage in to assess whether this finding is relevant to your school's educational program.

To address the implications of Key Finding 6, a Special Education Curriculum Committee will be formed consisting of administrators, staff developers, special education teachers and general education teachers. The purpose of this committee will be to assess the level of understanding and the capacity of pedagogues 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. The committee will analyze the results and determine the implications for the school's instructional program.

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.

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 has or will engage in to assess whether this finding is relevant to your school's educational program. ***To address the implications of Key Finding 7, a Special Education Curriculum Committee will be formed consisting of administrators, staff developers, special education teachers and general education teachers. The purpose of this committee will be to assess the level of understanding and the capacity of pedagogues 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. The committee will analyze the results and determine the implications for the school's instructional program.***

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?

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

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.)

Currently, there are five (5) Students in Temporary Housing attending P.S. 89Q.

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

The services being provided to the Students in Temporary Housing attending P.S. 89Q are as follows:

- *Bussing is provided to the children to and from their current residence*
- *Academic Interventions have been provided in Literacy and Mathematics to three (3) of the students who are performing below grade level, two (2) of whom have been referred for and educational evaluation*
- *One (1) student is in a Special Education class and receives speech therapy, and occupational therapy as related services*
- *One (1) student has a medical condition that requires frequent monitoring by the school nurse, she has been provided with a temporary paraprofessional to monitor her health needs. Procedures are being followed to have a health paraprofessional officially assigned to meet her needs.*
- *All students are receiving counseling from the school guidance counselors*
- *The guidance counselors have been in contact with the families to offer support in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780*

- *The guidance counselors have included services to Students in Temporary Housing in the Office of School and Youth Development Consolidated Plan*
- *Afterschool Programs have been offered to the families to provide academic, recreational and supervision support after the school day*

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.