



**CYPRESS HILLS COMMUNITY SCHOOL, PS 89**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 19K089**

**ADDRESS: 265 WARWICK STREET, BROOKLYN, NY11208**

**TELEPHONE: (718) 964-1180**

**FAX: (718) 964-1185**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 89      **SCHOOL NAME:** Cypress Hills Community School

**SCHOOL ADDRESS:** 265 Warwick Street, Brooklyn, NY 11207

**SCHOOL TELEPHONE:** (718) 964-1180      **FAX:** (718) 964-1185

**SCHOOL CONTACT PERSON:** Irene Leon      **EMAIL ADDRESS:** ILeon@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Esther Moulton

**PRINCIPAL:** Irene Leon

**UFT CHAPTER LEADER:** Rafael Castillo

**PARENTS' ASSOCIATION PRESIDENT:** Yanet Rojas

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 19      **CHILDREN FIRST NETWORK (CFN):** AED

**NETWORK LEADER:** Calvin Hastings

**SUPERINTENDENT:** Dr. Nicole Williams

## 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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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
<b>Irene Leon</b>	*Principal or Designee	
Rafael Castillo	*UFT Chapter Chairperson or Designee	
Yanet Rojas	*PA/PTA President or Designated Co-President	
Esther Moulton	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Maria Jaya</b>	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Michelle Neugebauer	CBO Representative, if applicable	
Christine Lee	Member/Teacher	
Ines Ellis	Member/Teacher	
Sara Siddappa	Member/Assistant Principal	
Josefa Lainez Perez	Member/ Parent	
Aurora Flores	Member/ Parent	
Anastacia Cruz	Member/ Parent	
	Member/	

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

\* 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.

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Student achievement at the Cypress Hills Community School (CHCS/PS 89) is a direct result of the school's leadership structure. CHCS is a small, community-based dual language school. It is led jointly by the Principal and a Parent Co-Director who consult regularly with the School Leadership Team, composed of parents, teachers, administrators, as well as members of the Cypress Hills Local Development Corporation (CHLDC), our partner community-based organization (CBO). Our vision is for all students to become fully bilingual and bicultural, to be deeply concerned about themselves and each other, their community, their environment and the world. We envision all students as independent decision makers who think critically and are lifelong learners.

We believe that regardless of the disparity in prior experiences and skills acquired, all children at Cypress Hills Community School can be provided with opportunities to learn and gain an understanding of high content standards that will enable them to meet the rigorous goals set for them by the city and state of New York. We believe that language is a tool for learning, not merely a subject to be learned as in foreign language classes. Therefore, it should serve as a mechanism for thinking about everything in life, including math and science, and allow for high levels of metacognition, reflection, analyses, and presentations. It is in this context that we believe, greatly, in the benefit of ever increasing one's abilities in one's native language.

The approach at CHCS seeks to continuously increase student's native language skills as they also learn English. For the English native speaker, the approach promotes the learning of Spanish as a second language thereby promoting bilingualism to all of its students. In order to support this belief, we provide instructional experiences that start with what children know and do in their everyday lives and help them acquire new skills that will allow them to broaden their learning. These early successes with learning will set into place ongoing systems and habits to continuously seek new knowledge including the acquisition of a second language.

### **SECTION III – Cont'd**

#### **Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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See attachment

## 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/Teacher 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 your school's 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?
- 

The 2008-2009 Progress Report shows that NYS ELA exam scores consistently improve each year. In 2008 64.5% of students made at least 1 year of progress, in 2009 68.8% of students made at least one year of progress, in 2010 73% of students demonstrated yearly growth.

Currently, the school offers a variety of instructional supports in all grades that supplement students' dual language education. The approach of small groups has been powerful since teachers can informally assess language development alongside formal periodic literacy assessments in both languages. The school-based periodic assessments for reading and writing in both English and Spanish allow regular monitoring of progress in students' first and second language. Two components are included: 1) Writing and Reading Assessment Program (WRAP) is used in grades 3 – 8 along with reading conferences and running records. 2) The Writing Continuum, a self-created writing assessment tool is based on the *First Steps* Australian model and requires teachers to look at multiple pieces of writing from one student in order to identify themes in his/her writing development. The continuum spans five phases, each containing two to three sub-phases: role-play writing, experimental writing, early writing, conventional writing, and proficient writing. Additionally, historical data (state test scores, progress for state tests and periodic assessments, AIS, promotion history, home-language, attendance, and work ethic) are used when determining supplemental literacy instruction for students, including student groupings.

During the 2010-2011 school year, programs for students in 3-8 include academic after-school once or twice per week, extended day programs before school four days a week, ESL enrichment three times per week, SETTS in the form of Wilson daily. The extended day program for students in kindergarten through 5<sup>th</sup> grade caters to the native language needs of students as determined by school-based reading and writing assessments. Academic after-school is marked by ELA, math, and science content with a focus on students' literacy needs. Once students move into middle school, the extended-day program is replaced by a course entitled Middle School Intervention that targets the literacy and math needs of every student in grades 6-8 through small-group instruction four times per week.

One challenge in implementing ELA programs is the need for continued professional development for all teachers to increase knowledge and skills in interpreting and using students' reading and writing

data to inform planning. The leadership team has developed a 2010-2011 professional development plan in literacy that focuses on the development of exemplars in writing across grade levels, the teaching of the six comprehension strategies, and the use of a school-developed rubric to assess student progress. The leadership team will increase the school's use of existing data by providing strategies to help teachers use ongoing assessment results to regularly inform and adjust instruction to better meet students needs.

Student performance on the NYS Math exam has also demonstrated yearly progress made by students. The 2007-2008 Progress Report shows that 77.6% of students made at least 1 year of progress. In 2008-2009, 53.9% of students made at least 1 year of progress and in 2009-2010, 55% of students demonstrated yearly growth.

A starting point in our school-based research was the process of developing an alignment of the school curriculum with NYS Math standards. This informed us that only a limited amount of the text being used aligned with the state standards at grade level. Our resulting curriculum design represented a shift in thinking from following a text to developing a curriculum based on grade level standards, and selective use of the text and other resources to develop a deep understanding of the mathematics described by State grade level standards. Another underlying principle behind our new school curriculum is based on research showing mathematical learning needs to be based on children engaging in meaningful problem solving tasks. Research showing that students' conceptual development must start in the concrete also informed our planning. This implies children need to experience the mathematics through their own use of manipulatives, instead of teacher demonstration with manipulatives, and through the processing of their thinking through oral and written language. In addition, the support of mathematical language is through the use of meaningful math experiences in which mathematical language can then be embedded. We have developed a curriculum which integrates meaningful mathematical experiences that are aligned to the State standards at grade level. For this reason we have begun to use components of TERC as an additional resource for grades K-5. We are also using some materials from CMP alongside the Impact program. Through this school based experience and research it was decided an assessment design would need to focus on student competency, on growth in knowledge, and on growth in thinking.

Analysis of our students' New York State test scores and achievement by our students in various components of the test, indicate many are challenged in short and extended response questions. Extended response questions require of students, language and thinking, and as a consequence we are attempting to shift the focus in our school towards developing students' mathematical thinking and use of language in mathematics. Teachers will develop a deeper understanding of their students' competency with respect to knowledge, skill and mathematical thinking by using interim benchmarks and conferencing to track students over time. This will develop a foundation for using extended-response questions as part of day-to-day instruction and as a consequence develop student's capacity to be fluent with this form of question.

One challenge in implementing the math curriculum is developing open-ended tasks that will challenge all students. The grading of such tasks will also require teachers increasing their understanding of student thinking and recognizing stages in student development. Teachers must also adjust to administering assessments progressively through a unit and conferencing with students. Finally, the school must develop a system for tracking longitudinal growth of each student by incorporating both Acuity Predictive data alongside the school-developed ITA, unit assessments and open-ended tasks.

## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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The five instructional goals for 2010– 2011 focus on social emotional development, writing, mathematics, the CTT program and the arts.

- By June 2011, PS 89 will increase the effectiveness of the CTT program through its partnership with the Gateway School of NY.
- By June 2011, PS 89 will develop school wide common practices that support students' social emotional learning.
- By June 2011, PS 89 will develop effective assessment tools that are aligned to the revised writing curriculum
- By June 2011, PS 89 will increase the effectiveness of math instruction and increase student engagement through development and enhanced use of formative assessments.
- By June 2011, PS 89 will improve parent support and understanding of the importance and value of the arts in education.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Special Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, PS 89 will increase the effectiveness of the CTT program through its partnership with the Gateway School of NY. By June 2011, 75% (or an increase of 16%) of 1<sup>st</sup> grade CTT students will demonstrate at grade level or higher performance on the 1<sup>st</sup> grade math periodic assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>3<sup>rd</sup> Annual CTT Dual Language Institute will be held in June 2010. A comprehensive professional development plan will be created in collaboration with Jossie O’Neill and the Gateway School of New York that will focus on the observation of students and the differentiation of instruction. The professional development plan will include inter-visitations, observations, coaching and planning support. . Implementation of math periodic assessments 3x a year. Contract for Excellence money funds 100% of an instructional coach dedicated to supporting teachers at the early childhood level.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Contract for Excellence money funds 100% of an instructional coach dedicated to supporting teachers at the early childhood level.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Documentation of professional development plan, i.e. agendas, facilitator’s notes, professional articles and student work collected over time</li> <li>• Professional development plan that promotes reflective inquiry through analysis of student learning</li> </ul>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):**  Social Emotional Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, PS 89 will develop school wide common practices that support students’ social emotional learning. By June 2011, student responses related to safety and respect on the Learning Environment Survey will increase by 10%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Project C.A.R.E. (Communication, Accountability, Respect and Effort) is our social emotional learning initiative that will align discipline procedures to Social Emotional Learning goals and objectives. During the Project C.A.R.E. Summer Institute, teachers will develop common practices and routines that will develop the social emotional competencies in our students. In addition, opportunities will be created for celebrating student success. Staff meetings will be focused on strengthening and reflecting on these common practices. Parent workshops will focus on supporting parents in developing social emotional competencies at home.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I money funds 70% of an outreach coordinator and 76% of a School Guidance Counselor. Title I funds have been allocated for teacher per session to support program planning and professional development opportunities. PSO resources with AED will provide on-going support in the implementation of this initiative.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Documentation of school-wide common practices</li> <li>• Documentation of Professional Development Plan</li> <li>• Documentation of 3 Tier Disciplinary Approach</li> <li>• Documentation of CASEL Practice Assessment Tools</li> </ul>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Writing

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, PS 89 will develop effective assessment tools that are aligned to the revised writing curriculum. By June 2011, 50% of fourth grade general education students will demonstrate “early writing/late” indicators, or higher, as per the school’s writing continuum data (DYO literacy periodic assessment).</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Administrators and school-based coaches will continue developing professional development benchmarks that build on work completed during 2009-2010 including common language and practices for writing instruction. On-going professional development and training in curriculum development, data and student work analysis, assessment and rubric construction, and the recording and monitoring of assessment data will be a focus in 2010-2011. Weekly common planning meetings as well as monthly grade-cluster meetings will be dedicated to designing rubrics that reflect the curriculum and the school-wide writing assessment tool. A target group of teachers, with PSO resources through AED, will develop units of study reflecting the Common Core State Standards and will turnkey these and their process to the staff.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I funds are allocated in Curriculum and Development contracts to support AUSSIE Partnership with a focus on managing and monitoring periodic assessment data. Title I funds are allocated for teacher per session for curriculum and assessment development and for professional development opportunities. Contract for Excellence money funds 100% of an instructional coach dedicated to supporting teachers at the early childhood level. School-based coaches support teachers in the implementation of the curriculum.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Documentation of Professional Development Plan SY 2010-2011</li> <li>• Documentation of planning meetings (agenda, notes, student work)</li> <li>• Documentation of rubrics that are aligned to grade level units</li> <li>• Documentation of online data system to track student growth</li> <li>• Documentation of fourth grade writing units directly aligned to CCSS</li> </ul>

## SECTION VI: ACTION PLAN

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

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, PS 89 will increase the effectiveness of math instruction and increase student engagement through development and enhanced use of formative assessments. By June 2011, the median growth percentile in the lowest third in math will improve by 5 percent.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Administrators and school-based coaches with AUSSIE math consultant will continue developing professional development benchmarks building on 2009-2010 work including the development and use of formative assessments. On-going professional development in the use of formative assessment data for planning differentiated instruction will be a focus in 2010-2011. Bi-monthly coaching with consultant and monthly workshops addressing direct use of student work generated from weekly open-ended assessments will promote teacher awareness of students' zone of proximal development and learning styles. A target group of teachers will develop units of study reflecting Common Core State Standards (CCSS) and will turnkey these and their process to staff. A second group of teachers will implement the use of concept and skill-based diagnostics with limited language demands and devise a process for using the data to direct unit planning. A third group with the support of coaches from the Math in the Middle Network will engage in inquiry that is steeped in examining the intersection of student learning, math planning for a variety of learning needs, and differentiated instruction.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I funds are allocated in Curriculum and Development contracts to support AUSSIE Partnership. Title I funds are allocated for teacher per session for curriculum and assessment development and for professional development opportunities. Title I Funding will support per session for teachers attending the planning sessions, per diem resources to cover teachers for professional development, and releasing teachers to attend professional workshops.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Documentation of Professional Development Action Plan SY 2010-2011</li> <li>• Documentation of diagnostic assessments with data analysis and instructional next steps</li> <li>• Documentation of inquiry process, i.e. agendas, observation notes, and student work</li> <li>• Documentation of third grade math units directly aligned to CCSS</li> <li>• Documentation of Learning Walks</li> </ul>

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

**Subject/Area (where relevant):**     The Arts    

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, PS 89 will improve parent support and understanding of the importance and value of the arts in education. By June 2011, parent attendance will have increased by 10% at arts events and workshops that are specifically oriented on the value of the arts program. By June 2011, 20 parents will have participated in an artist in residence program.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The school will establish an Arts Advisory Team that includes parents, teachers, administrators and representatives from Young Audiences of New York, our arts-based partners. The Arts Advisory Team will participate in planning retreat to identify program goals, resources and long-term objectives. Additional workshops for teachers and parents will support more focused professional development themes in the arts for teachers and arts literacy themes for parents. Arts teachers will be supported in lesson planning and pedagogy via regular meetings with mentors/consultants and through workshops relevant to specific arts areas. The school will continue to establish and strengthen the residency programs whereby professional resident artists work with classroom teachers and arts teachers to create an integrated arts curriculum. In addition, a parent artist residency program will be established and family engagement activities in the arts will be organized throughout the city.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>NYSCA grant, Family Link Program grant and Title I funding will be utilized to support the artist residency programs in partnership with Young Audiences of New York. TL Fair Student Funding will support per diem coverage and per session funds for non-mandated staff development time.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Documentation of an Arts Advisory Retreat</li> <li>• Curriculum documentation of Artist Residency collaboration</li> <li>• Documentation of a three year action plan</li> <li>• Documentation of additional funding sources</li> <li>• School-wide student performances</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**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	6	0	N/A	N/A	0			
1	17	0	N/A	N/A	1			
2	16	0	N/A	N/A	2			
3	38	38	N/A	N/A	5			
4	45	45	10	0	3			
5	31	31	0	15	0			
6	34	34	0	0	0			
7	23	23	0	0	1			
8	23	23	8	8	1			
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	Small group Wilson instruction during the school day Small group instruction during Extended Day before school Small group instruction after school
<b>Mathematics:</b>	Small group instruction during the school day Small group instruction during Extended Day before school Small group instruction after school
<b>Science:</b>	Small group instruction during the school day Small group instruction after school
<b>Social Studies:</b>	Small group instruction during the school day Small group instruction during Extended Day before school Small group instruction after school
<b>At-risk Services Provided by the Guidance Counselor:</b>	Individual and group counseling during the day (i.e. Peer Mediation, Middle School Advisory) Individual and group counseling during Extended Day before school
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	Sex Education and Nutrition as part of Middle School Advisory program

**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 (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) K-8      Number of Students to be Served:     163     LEP   159   Non-LEP

Number of Teachers: 25      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**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.

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At P.S. 89, all ELL students in K – 8<sup>th</sup> grade receive instruction in English and Spanish through the school’s dual language program. The dual language program consists of two classes per grade in K-4, two 6<sup>th</sup> grade classes and one class per grade in 5<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade. Middle school students in grades 7<sup>th</sup> & 8<sup>th</sup> change teachers for Math, Science, Social Studies, and ELA. There are also two self contained special education classes for students in 3<sup>rd</sup> -5<sup>th</sup> grade taught by bilingual certified Special Education teachers and CTT programs in kindergarten, first grade and second grade. The design of the dual language program in Kindergarten through fifth grade is based on a five day language cycle. Students switch the language of instruction every five days. In the Middle School, students receive both English and Spanish instruction in Science, Math and Social Studies.

All English Language Learners in Kindergarten through 8<sup>th</sup> grade receive varying ESL units based upon their levels of proficiency. ELLs at the advanced level receive the mandated four periods of ESL per week while beginning and intermediate ELLs receive eight periods of ESL each week. In grades K-2 bilingual classroom teachers deliver all required ESL units. Bilingually certified classroom teachers (ESL trained) in grades 3-8 provide one ESL unit in each content area for all ELLs in their classrooms. A bilingual Reading Intervention teacher and an ESL teacher provide both ESL and Spanish as a second language support. A full-time Reading Intervention teacher provides both English and Spanish support in grades K-2. The ESL teacher provides additional support through small group instruction for students in 3<sup>rd</sup>-8<sup>th</sup> grade. All classrooms are provided with highly motivating leveled classroom libraries. The ESL and Reading Intervention teachers work collaboratively with classroom teachers to provide scaffolded lessons, graphic organizers, guided reading material and other appropriate materials for ELLs.

The ESL program also includes small group ESL instruction for newcomers. The nature of the dual language program ensures that long-term ELLs and students reaching proficiency on the NYSESLAT continue to receive content area instruction and support in their native language while developing their skills during English instruction. Long term ELLs also work with the push-in ESL teacher in small groups during ELA.

During extended day and after school Title III programs the ELLs in third through eighth grade receive small group test preparation for Math and ELA exams from bilingual or ESL certified teachers. The afterschool programs begin in November and continue until after the Math exam in May. Materials purchased to support this program are Coach Test prep booklets.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Teachers meet regularly to discuss children’s work, develop curriculum, and pool resources that will benefit parents and students in the school community. The focus of these meetings is about using student work to improve teaching and learning. The purpose is to provide an environment for thoughtful discussion utilizing a method for collaborative analysis. Further professional development is provided by coaches and consultants that support the school-wide goal of examining instructional strategies that support differentiated instruction. The support provided by coaches includes co-planning, focused inter-visitations, modeling and consistent observation of student development.

Jossie O'Neill, Consultant is presently working with our Bilingual CTT teachers. She meets with the teachers three times during the year, in November, January and June to provide curriculum support, help teachers analyze literacy assessment results and reorganize for differentiated instruction. Teachers participation in this professional development is at no cost to program.

Furthermore, in order to continue to build on our social emotional learning (SEL) initiative, the Morningside Center for Teaching Social Responsibility works with parents and teachers to build skills, knowledge to deal better with conflict, create positive learning environments, and take leadership in shaping a more peaceful world. The Resolving Conflict Creatively Program is a cornerstone of this initiative. The core component of the program is professional development to support teachers in providing regular instruction to students. The curriculum consists of engaging lessons on listening, handling anger, assertiveness, collaborative problem-solving (including negotiation and mediation), intercultural understanding, countering bias, and making a difference.

In addition, the Peace in the Family workshops help parents strengthen their relationships with their children. They bring parents together to discuss the common issues they face and develop skills in communication and problem-solving.

**Section III. Title III Budget**

**School: Cypress Hills Community School / PS 89**

**BEDS Code: 19K089**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$11, 520	<b>8 teachers 2x/week for 16 weeks=\$11,520</b>  <b>Per session for After School Programs to support English and Native Language Development and Test Preparation.</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$1, 920	<b>Curriculum and professional development contract with Morningside Center for Teaching Social Responsibility to implement the Resolving Conflict Creatively Program (RCCP). The RCCP parent component, Peace in the Family, helps parents develop skills to build strong collaborative relationships with their children.</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional	\$7,440	<b>Purchase ELA and Math test prep materials to support the academic before and after school programs, i.e., New York State Coach Mathematics, New York State ELA Student Manual.</b>

materials. Must be clearly listed.		
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$20, 880	

### **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**

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

PS 89 uses the Home Language Identification Survey (HLIS), as well as conversations with parents to determine the written translation and oral interpretation needs of all parents. The school will determine, within 10 days of a student's enrollment, the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. The school shall maintain an appropriate and current record of the primary language of each parent. Such information will be maintained in ATS and on the student emergency card.

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.

Due to the English/Spanish Dual Language program at PS 89, non-English speaking parents speak Spanish. Therefore, written translation and oral interpretation services are only required in Spanish. Ninety-five percent of the school staff is bilingual so teachers consistently communicate with parents in both English and Spanish. P.S. 89 will provide each parent who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate languages, and instructions on how to obtain such services.

#### **Part B: Strategies and Activities**

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

All written materials such as school letters, permission slips, forms, and other correspondence are sent home to parents in both English and Spanish. Since ninety-five percent of the school staff is bilingual, teachers are able to translate materials on their own, guaranteeing that parents receive important information in a language they can understand. Teachers who do not speak Spanish ask their colleagues to help translate these documents.

The school shall provide parents with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's: health; safety; legal or disciplinary matters; entitlement to public education or placement in any special education, English language learner or non-standard academic program; and permission slips/consent forms.

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.

School committee meetings, events and other activities are conducted in both English and Spanish. Staff members, parents and students are always available to translate when necessary. Bilingual teachers conduct parent teacher conferences in either Spanish or English depending on the parent's preference. Teachers who do not speak Spanish ask their colleagues to translate during parent teacher conferences or phone calls home.

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>.

P.S. 89 will use all of the Language Translation and Interpretation funds for per session compensation for teachers who provide Spanish translation and interpretation services. The majority of the staff at P.S. 89 is fluent in both English and Spanish, allowing the school to provide all of the necessary language support for non English speaking parents without relying on outside services. Parental notices will be sent in both Spanish and English informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notification will be posted in a prominent location near the main office.

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$283,636	\$38,907	\$322,543
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,836	\$389	\$3,225
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,182	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$39,710	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 81.3%

6. 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.

PS 89 will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms. Teachers will be provided with opportunities to attend credit bearing courses. In addition, the school has established partnerships with local universities so as to facilitate completion of course requirements.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **I. General Expectations**

Cypress Hills Community School, P.S. 89 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## II. Description of How School Will Implement Required Parental Involvement Policy Components

- **CHLDC and P.S. 89**

1. PS 89 will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
2. PS 89 will actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
  - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
  - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- P.S. 89 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies through the following activities:
  - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent/Teacher Collaborative (PTC) resource centers, book sales, following directions, reading recipes, etc.)
  - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - the State's academic content standards
  - the State's student academic achievement standards

- the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTC meetings that will be held at times that are convenient for parents. A rotational schedule of PTC meetings will be developed in coordination with the PTC executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTC meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
  - Through the efforts of the Parent Coordinator, the PTC President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- English as a Second Language (ESL) workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

**Professional Development:**

Monthly professional development for parents provided by parent coordinators. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

**Professional Development** is provided by professionals at monthly PTC meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues twice a year.

**Professional Development** is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

**ELL Professional Development:** Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

**Students with disabilities/Professional Development:** Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

### **Annual evaluation of the Parent Involvement Policy**

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTC and the school's parent coordinator and administration.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School compact attached . This policy was adopted by the Cypress Hills Community School on 9/14/10 and will be in effect for the period of SY 2010-2011 . The school will distribute this policy to all parents of participating Title I, Part A children on or before September 22, 2010.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**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.

P.S. 89 will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State content and performance standards.

P.S. 89 will use disaggregated student results on State assessments in Grades 3-8 and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

**As a Schoolwide Program school our CEP describes effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school. Key strategies include:**

- Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.

- Use of all available data, including disaggregated State assessments grades 3-8 and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.

- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.

- Opportunities for applied learning.

- The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.

- The use of culturally balanced instructional programs and materials.

- Effective use of technology to support instruction and student learning.

- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.

### 3. Instruction by highly qualified staff.

All teachers hired in P.S. 89 for the 2010-2011 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America corps members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.

Teachers in P.S. 89 that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

P.S. 89 provides extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building.

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.

P.S. 89 will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, and related service providers. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.

Professional development for staff will be coordinated in P.S. 89 by a Professional Development Team, which includes the Principal and Elementary (K-2), (3-5) and Middle School (6-8) Coaches. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

Administrators will participate in all school-based professional development to strengthen the following

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent literacy development (ESL classes, etc.)
- Parent Coordinator workshops
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

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

P.S. 89 will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms.

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

PS 89 offers family workshops including ELA Night and Spanish Language Arts Night.

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.

Activities for Teachers:

- Provide transition activities that include talking, singing songs, and playing games with children about growing up and making changes.
- Provide many opportunities for children and their parents to become familiar with the kindergarten setting.
- CHCS will partner with daycare and Head Start programs to share professional development to support students and families during the transition period.
- Give parents accurate information about the skills needed for a child to transition to kindergarten.
- Demonstrate interest and support to each child's family through phone calls and other personal contacts.
- Structure developmentally appropriate classroom practices that promote the Pre Kindergarten standards
- Provide opportunities for parents to volunteer in the classroom.
- Provide learning activities for parents to do with their children at home.
- Invite elementary teachers to visit preschool classrooms, and preschool teachers to visit elementary school classrooms.
- Coordinate activities between preschools and kindergarten – programs, workshops, visits to school playgrounds, etc.
- Invite preschool groups to attend certain school activities like celebrations, parades, or other special events.

Activities for School Administrators:

- Facilitate development of a transition plan for each child which provides for instruction, support, and assistance through the third grade.
- Enable transfer of each child's preschool records to the elementary school (with parental consent).

- Organize parent meetings where preschool and elementary school staff are available to answer the questions and concerns of parents and families with children entering kindergarten.
- Provide a forum for parents to discuss their perceptions and expectations for kindergarten and elementary school.
- Coordinate meetings between parents and teachers to address the individual educational and emotional needs of each child.
- Provide information about the PTC, which can serve as a link between the parents and the school.
- Inform parents and families about their rights and responsibilities in the school.
- Provide parent education workshops.
- Link families and children with health and social services in the community.

Send school newsletters and calendars to preschool parents and families.

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.

Teachers will be engaged in ongoing discussions and decision-making processes with PS 89 and administrators regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

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.

PS 89 will use disaggregated State in Grades 3-8 and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards, will receive appropriately targeted services. Strategies for promoting learning for at-risk students will be enhanced by ongoing professional development and parental involvement activities.

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.

**PROJECT C.A.R.E. (Communication, Accountability, Respect, and Effort) :**

Project C.A.R.E, our social emotional learning (SEL) initiative, was collaboratively designed by parents, administrators, students and parents in order to promote a positive school climate and a culture that enables student learning.

**The goals for this project are:**

1. Set a clear vision for positive behavior throughout the building in order to facilitate communication, accountability, respect and effort.
2. Establish a continuum of healthy behaviors and language that are expected in a variety of settings (cafeteria, hallways, gym, during arrival, dismissal and any other transitional times).
3. Build teacher capacity to implement collaborative problem solving methods and reduce student behavior issues.
4. Establish an ongoing support of social-emotional and cognitive skills for all, including parents, students and staff.

In addition, the school has a strong commitment to developing an awareness and understanding of healthy living. Through our partnerships with Wellness in the Schools and the Department of Health and Mental Hygiene in Brooklyn we are combating the growing issue of childhood obesity. Through these collaborations we work together to implement programs and changes to the student's physical activity and food environment. As part of the The Healthy Schools Initiative, the school will complete a school health assessment, identifying a wellness team, and develop healthier school policies.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$283,636	X	29-33
Title I, Part A (ARRA)	Federal	X			\$38,907	X	29-33
Title II, Part A	Federal	X			\$84,524	X	29-33
Title III, Part A	Federal	X			\$20,880	X	18-21
Title IV	Federal			X			
IDEA	Federal	X			\$79,599	X	18-21
Tax Levy	Local	X			\$1,691,516	X	7-14

### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- 
- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
  - **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
  - **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
  - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
  - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- 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, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

## **APPENDIX 7: 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>

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### **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.)

There are five Students in Temporary housing.

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

STH students are entitled to free meals and transportation (from and to school). The school will provide remedial academic programs and counseling for those STH who need it.

### **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 your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 089 Cypress Hills					
<b>District:</b>	19	<b>DBN:</b>	19K089	<b>School</b>		331900010089

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	19		94.1	94.2	93.5
Kindergarten	31	38	37				
Grade 1	35	31	34	<b>Student Stability - % of Enrollment:</b>			
Grade 2	43	38	35	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	33	40	36		90.7	94.8	92.0
Grade 4	28	28	43	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	27	26	30	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	22	23	34		81.6	88.4	90.1
Grade 7	23	22	23	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	14	23	23	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		6	5	7
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		4	9	13
Ungraded	2	5	8				
Total	258	274	322				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	19	15	21	Principal Suspensions	0	0	32
# in Collaborative Team Teaching (CTT) Classes	1	8	15	Superintendent Suspensions	2	2	4
Number all others	11	10	14				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	106	0	TBD	Number of Teachers	25	24	26
# in Dual Lang. Programs	106	133	TBD	Number of Administrators and Other Professionals	3	4	3
# receiving ESL services only	0	0	TBD	Number of Educational Paraprofessionals	2	3	4
# ELLs with IEPs	0	30	TBD				

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	2	% fully licensed & permanently assigned to this school	100.0	100.0	91.7
				% more than 2 years teaching in this school	64.0	70.8	76.9
				% more than 5 years teaching anywhere	32.0	29.2	38.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	64.0	75.0	84.6
American Indian or Alaska Native	0.4	0.4	1.9	% core classes taught by "highly qualified" teachers	90.5	81.3	85.7
Black or African American	12.0	11.7	3.4				
Hispanic or Latino	84.9	84.7	93.5				
Asian or Native Hawaiian/Other Pacific	1.6	1.5	0.3				
White	0.8	0.7	0.0				
<b>Male</b>	48.8	49.3	49.4				
<b>Female</b>	51.2	50.7	50.6				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>4</b>	<b>4</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	49.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	32.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>AED</b>	District <b>19</b>	School Number <b>89</b>	School Name <b>Cypress Hills Commun</b>
Principal <b>Irene Leon</b>		Assistant Principal <b>Sara Siddappa</b>	
Coach <b>Berky Lugo-Salcedo</b>		Coach <b>Laura Ascenzi-Moreno</b>	
Teacher/Subject Area <b>Christine Lee/ESL</b>		Guidance Counselor <b>Sasha Rincon</b>	
Teacher/Subject Area <b>Ines Ellis-Guardiola</b>		Parent <b>Esther Moulton</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Amalfi Richard</b>	
Related Service Provider <b>type here</b>		Other <b>Maria Jaya</b>	
Network Leader <b>Calvin Hastings</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>20</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>20</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>6</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>2</b>

### C. School Demographics

Total Number of Students in School	<b>323</b>	Total Number of ELLs	<b>163</b>	ELLs as Share of Total Student Population (%)	<b>50.46%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Families complete the Home Language Identification Survey during registration. The Parent Coordinator, school secretary or Co-Director assists families in completing the survey. All forms are provided in the family's native language and all office staff speaks Spanish. The ESL Coordinator uses the Home Language Identification Survey to identify those students who are eligible for LAB-R testing. Within ten days of enrollment, the ESL Coordinator, a full-time ESL certified teacher, conducts an informal interview with students in English and administers the LAB-R to those students whose HLIS and informal interview indicate that they speak a language other than English. All beginning, intermediate and advanced ELLs take the New York State English as a Second Language Achievement Test each year. The ESL Coordinator is responsible for coordinating NYSESLAT testing.

2. Parents of children identified as ELLs (based on the HLIS and LAB R results) attend a parent orientation where they watch a video in their native language that provides information on the three program choices. Parents also receive the brochure with a description of each program in their native language. All ESL forms are in their native language. During the Parent Orientation, parents have the opportunity to ask questions or voice concerns about all three program choices. The Orientation is held at the beginning of the year. Parents of students who enroll throughout the year receive the entitlement letter within 10 days of enrollment and are given the parent survey and selection forms in their native language. Parents may contact the Parent Coordinator or ESL Coordinator if they have any questions about the program choices.

3. Parent survey and selection forms and brochures describing the three program choices in the parent's native language are sent home to all parents who are unable to attend the orientation. The school's parent coordinator calls parents to make sure they have returned all of the forms and also to address any concerns parents may have. Parents are also invited to make an appointment with the parent coordinator or ESL coordinator to complete the forms in person.

4. All students enrolled at P.S. 89 are automatically part of the dual language program. Once parents are informed of the three program models they have the opportunity to send their child to a school with a different model, however, all of our parents choose to have their child remain in the dual language program. All newcomers in third through eighth grade receive additional ESL instruction as part of the pullout program. Literacy assessments, NYSESLAT scores and teacher observations are used to determine whether intermediate and advanced ELLs in third through eighth grade need additional small group ESL instruction. The ESL program is meant to supplement dual language instruction.

5. Parents who choose to enroll their children at P.S. 89 have selected our school because of its unique dual language program. Thus, this school is comprised of a self-selected group of families who want their children to receive a bilingual education.

6. The dual language program at P.S. 89 is aligned with parent requests. The program is consistent with the needs of our students and the educational choices made by their families. All parents select the dual language as the first choice.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)	2	2	2	2	2	1	2	1	2					16
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	2	2	2	2	2	1	2	1	2	0	0	0	0	16

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
<b>All ELLs</b>	163	<b>Newcomers (ELLs receiving service 0-3 years)</b>	129	<b>Special Education</b>	43
<b>SIFE</b>	8	<b>ELLs receiving service 4-6 years</b>	31	<b>Long-Term (completed 6 years)</b>	3

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<b>TBE</b>											0
<b>Dual Language</b>	129	8	31	31	0	10	3	0	2		163
<b>ESL</b>											0
<b>Total</b>	129	8	31	31	0	10	3	0	2		163

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	20	17	18	16	21	16	27	12	25	20	19	12	19	14	6	17	8	15	163	139
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	20	17	18	16	21	16	27	12	25	20	19	12	19	14	6	17	8	15	163	139

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

### Number of ELLs by Grade in Each Language Group

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1.
  - a. The dual language program consists of two classes per grade in K-4th grade, two sixth grade classes, and one class per grade in fifth, seventh and eighth grades. Middle school students change teachers for Math, Science, Social Studies and ELA. There are also two self-contained special education classes for students in 3rd -5th grade taught by bilingual certified Special Education teachers. There are also CTT classes in kindergarten, first grade and second grade.
  - b. Students are in heterogeneous, grade level classes with a mixture of ELLs and English Proficient students. The design of the dual language program in Kindergarten through grade five is based on a five day language cycle. Students switch the language of instruction every five days. Students in 6th, 7th and 8th grades receive both English and Spanish instruction in Science, Math and Social Studies. All Middle School students also receive Spanish instruction daily during Spanish Language Arts.

2.

a. A bilingual Reading Intervention teacher and an ESL teacher provide both ESL and Spanish as a second language support. The Reading Intervention teacher provides both English and Spanish support in grades K-2. The ESL teacher works with ELLs in grades 3-8. English Language Learners receive varying ESL units in a pullout program based upon their levels of proficiency. In 6th, 7th and 8th grade, ELLs at the advanced level receive the mandated four periods of ESL per week while beginning and intermediate ELLs receive eight periods of ESL each week. The ESL teacher provides additional pull-out support for beginning and intermediate students in 3rd-5th grade. In addition, classroom teachers (ESL trained) provide one ESL unit in the content area using ESL methods to advanced and transitional ELLs. In grades K-2 classroom teachers are bilingually certified and are delivering all required ESL units. Students in the ESL program receive instruction in English only using intensive ESL methodology. Core content area instruction is provided through a Sheltered English approach. The ESL and Reading Intervention teachers work collaboratively with classroom teachers to provide scaffolded lessons, graphic organizers, guided reading material and other appropriate materials for ELLs. The ESL program also includes small group ESL instruction for newcomers.

3. PS 89 students learn to read and write through a comprehensive balanced literacy program, which includes phonemic awareness, word recognition/phonics strategies, fluency, background knowledge and vocabulary, comprehension strategies and motivation. These skills are taught using shared, independent and small group instruction and the use of read alouds 50% of the time in English and 50% of the time in Spanish for grades K-5. All classrooms are supplied with manipulative materials to help students explore number relationships and to deepen their understanding of mathematical concepts. Students work cooperatively to solve real life math problems. Teachers continue to develop a hands-on science curriculum that supports language acquisition in Spanish and English that can be integrated with language arts instruction. Social Studies Instruction also takes place in English and Spanish for grades K-8.

4.

a. All ELLs are part of the Dual Language program and thus receive both English and native language instruction from bilingual certified teachers. SIFE students in 2nd through 5th grade receive small group instruction during Extended Day. Students in 6th, 7th and 8th grade receive small group instruction in their native language with content area teachers during homeroom and are part of the ESL group during the Language Intervention period four periods a week. SIFE students in all grades receive differentiated and supplemental materials. Students in 3rd-8th grade use the Rosetta Stone and Achieve3000 programs in both English and Spanish.

b. All ELLs are part of the Dual Language program and thus receive both English and native language instruction from bilingual certified teachers. Newcomers receive small group instruction during Extended Day. Students in 3rd through 5th grade are also part of the ESL pullout program and receive supplemental ESL services three to four periods a week. Students in 6th, 7th and 8th grade receive small group instruction in their native language with content area teachers during homeroom and are part of the ESL group during the Language Intervention period four periods a week. Students in 3rd-8th grade use the Rosetta Stone and Achieve3000 computer programs in both English and Spanish. There is also an afterschool program once a week for newcomers taking the ELA exam.

c. All ELLs are part of the Dual Language program and thus receive both English and native language instruction from bilingual certified teachers. Based on literacy assessments and teacher observations ELLs with four to six years of services may receive small group instruction during Extended Day and additional ESL support as part of the ESL pullout program. Students in 6th, 7th and 8th grade receive English language support during the Language Intervention period four periods a week. ELLs with four to six years of service may also attend academic afterschool programs in Math or ELA.

d. All ELLs are part of the Dual Language program and thus receive both English and native language instruction from bilingual certified teachers. Based on their literacy assessments and teacher observations long term ELLs may receive small group instruction during Extended Day. Students in 6th, 7th and 8th grade may also receive English language support during the Language Intervention period four periods a week. ELLs with four to six years of service may also attend academic afterschool programs in Math or ELA.

e. All ELLs are part of the Dual Language program and thus receive both English and native language instruction from bilingual certified teachers. ELLs with special needs are part of the 12:1:1 self contained Bilingual Special Education classes in second through fifth grade or the CTT classes in kindergarten, first grade and second grade. General education ELLs with IEPs receive additional small group instruction from the IEP teacher using the Wilson Reading System. ELLs with special needs receive small group instruction during Extended Day and academic after school programs.

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

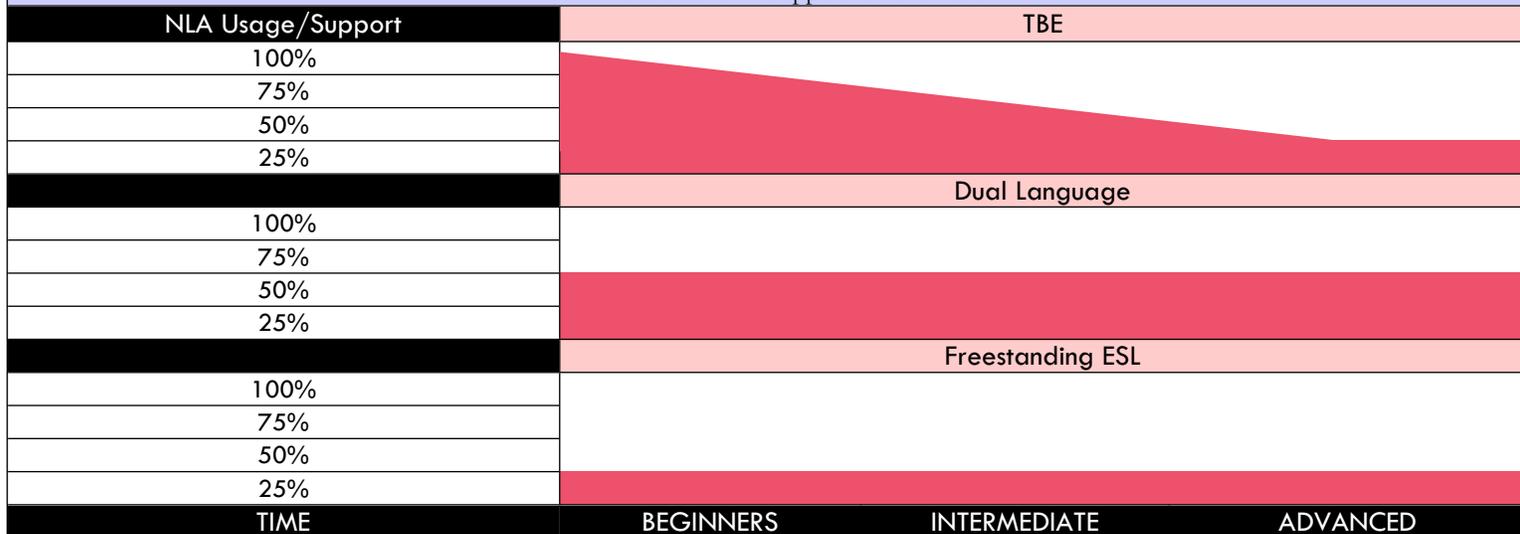
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

**Native Language Arts and Native Language Support**

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



## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Targeted instruction for ELLs in Math and ELA occurs during Extended Day four mornings a week, small group instruction during the day and academic after school programs. ELLs in middle school receive small group instruction in the content areas during Middle School Intervention and academic afterschool programs. Classroom teachers use literacy assessments, math portfolio tasks, predictives and observations to differentiate instruction and provide small group instruction in the content areas.

6. All ELLs are part of the Dual Language program and thus receive both English and native language instruction from bilingual certified teachers. The nature of the dual language program ensures that students reaching proficiency on the NYSESLAT continue to receive content area instruction and support in their native language while developing their English skills during English instruction. Based on literacy assessments and teacher observations students may continue to receive small group English support during Extended Day or the Middle School Intervention period. Students also participate in academic afterschool programs in Math or ELA.

7. PS 89 has a newcomers program in sixth grade. For SY 2011-2012, the newcomers program will grow to include 6<sup>th</sup> and 7<sup>th</sup> grades. Students who have been in US schools three years or less receive targeted ESL and native language support. Middle school teachers will receive additional professional development in order to better plan for and support these students.

8. No programs or services will be discontinued.

9. ELLs in third through eighth grade participate in academic afterschool programs in ELA and Math once or twice a week. Student participation is based on literacy assessments, predictive exams, previous test scores and teacher observations. There is also an afterschool program once a week for ELLs taking the ELA exam for the first time. The ESL pullout program in third through eighth grade is a supplemental program targeting students who need additional support in English language development. All newcomers and beginner ELLs in third through eighth grade are part of this program. ELLs in kindergarten through second grade receive supplemental support during Extended Day in the morning or small group instruction with the Reading Intervention teacher during the day.

10. The ESL pullout program in third through eighth grade uses laptops with Rosetta Stone and Achieve3000 programs. Achieve 3000 KidBiz3000/TeenBiz3000 , is a web based reading program that improves reading comprehension, fluency, vocabulary and writing skills for all learners. The program offers nonfiction, standards-based reading content that is matched to each student's individual learning profile. All students read about the same current events, but the passages and follow-up activities adjust to their individual learning profiles. Ongoing assessments are built into the daily instructional routine and provide continual progress monitoring.

Rosetta Stone Rosetta Stone is a computer software that uses rich visual imagery to help students learn and think in a new language. The program helps students build everyday proficiency in each of the four key language skills:

- Listening comprehension
- Speaking
- Reading
- Writing

In addition guided reading in the language of instruction is implemented with the Reading Instructional Goals for Older Readers (RIGOR). This guided reading program in English and Spanish is geared towards upper-elementary students and uses low-level high-interest non-fiction texts. The reading levels are correlated to those of Fountas and Pinnell, which align to our literacy assessments.

11. P.S. 89's dual language model ensures that all students receive native language instruction. Many students also receive supplemental native language support. In kindergarten through second grade the Extended Day and reading intervention small group instruction provide native language support. Middle school students have a Middle School Intervention period four times a week that provides small group native language support.

12. All students receive grade level content through native language instruction and sheltered English instruction through the dual language program. Students receive additional support in meeting grade level standards through an academic after school program and supplemental ESL services.

13. There are no programs before the start of the school year. Many ELLs arrive throughout the school year. Students often receive additional small group instruction and counseling in a newcomers group.

14. All ELLs receive instruction in English and Spanish. Middle School students participate in a variety of electives such as Art and Technology that provide students with opportunities to practice English.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

1. Instruction is in English 50% of the time and Spanish 50% of the time for all ELLs and EPs.

2. EPs and ELLs are integrated throughout the instructional day. Beginning and Intermediate ELLs in 3rd-8th grade are part of the ESL pullout program and receive separate ESL instruction two to four periods a week. In kindergarten through second grade the Reading Intervention teacher works with ELLs to provide native language support in a small group push-in program.

3. The design of the dual language program in Kindergarten and first grade is based on a five day language cycle. Students switch the language of instruction every five days. In second through fifth grade the language of instruction rotates on a weekly basis. Students receive English instruction one week and Spanish instruction the following week. Students in 6th, 7th and 8th grades receive both English and Spanish instruction in Science, Math and Social Studies throughout the week. Students receive half of their content area instruction in English and half in Spanish. Each content area teacher decides which periods will be taught in English and which ones will be in Spanish so that students receive English and Spanish instruction throughout the day in the different content area classes.

4. PS 89 uses the self-contained model. Students are in one classroom and the classroom teacher teaches in both English and Spanish.

5. Emergent literacy is taught in the child's native language and English simultaneously. In kindergarten through second grade the reading intervention teacher provides additional small group native language support. Students in these grades also receive small group instruction in their native language during Extended Day.

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Teachers meet regularly to discuss students' work, develop curriculum, and pool resources that will benefit parents and students in the school community. The focus of these meetings is about using student work to improve teaching and learning. The purpose is to provide an environment for thoughtful discussion utilizing a method for collaborative analysis. Further professional development is provided by coaches and consultants that support the school-wide goal of examining instructional strategies that support differentiated instruction. The support provided by coaches includes co-planning, focused inter-visitations, modeling and consistent observation of student development. Jossie O'Neill, Consultant is presently working with our Bilingual CTT teachers. She meets with the teachers three times during the year, in November, January and June to provide curriculum support, help teachers analyze literacy assessment results and reorganize for differentiated instruction.

2. Middle School teachers meet to plan during a summer Middle School institute every year. Teachers have opportunities to plan collaboratively and receive professional development involving areas such as scaffolding for academic language. Middle school teachers have created common practices aligned to the lower grades in order to facilitate ELLs' transition from elementary school to middle school.

3. The staff participates in a Dual Language Institute for four days each summer and receive professional development regarding looking at student work and differentiating classroom instruction. Coaches and consultants meet with classroom teachers to provide additional support regarding scaffolding and differentiation for ELLs. For example, teachers received professional development regarding how to use the school's Writing Continuum to assess ELLs' writing and determine next instructional steps.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents are encouraged to attend PTC meetings that are held at times that are convenient for parents. PTC meetings are conducted in English and Spanish. Additional accommodations will be made for parents with disabilities so that they too can attend meetings. Parents will be invited to attend culminating celebrations marking their child's success at the school. School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school. All of these materials are provided in both English and Spanish. Examples of parent workshops in Family Math Night, Family ELA Night, Family Spanish Night and high school preparedness workshops for middle school parents. All workshops are conducted in English and Spanish.

2. The school is partnered with the Cypress Hills Local Development Corporation. They provide many resources for ELL parents including ESL classes and workshops.

3. Parents participate in the school's Governance Council and PTC. Both of these committees give parents an opportunity to voice their concerns and opinions about services available to parents. All meetings are conducted in English and Spanish.

4. Parent involvement activities address parent's needs by providing information about ELL program models, informing parents of state standards and tests, and providing parents with resources to help their child meet these standards. The activities that target these needs include the ELL parent orientation, Family Math Night, Family ELA Night, Family Spanish Night and high school preparedness workshops for middle school parents. All workshops are conducted in English and Spanish.

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	13	11	9	10	7	5	3	6					72
Intermediate(I)	5	5	6	13	4	6	3	1	0					43
Advanced (A)	7	0	3	5	12	5	12	2	2					48
Total	20	18	20	27	26	18	20	6	8	0	0	0	0	163

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1	0	1	0	0	0	1	2	2				
	I	7	4	2	1	0	2	2	2	0				
	A	3	9	13	6	7	10	3	0	1				
	P	9	4	13	17	7	1	2	2	0				
READING/ WRITING	B	13	8	8	3	2	2	2	4	2				
	I	5	5	14	3	5	5	0	0	1				
	A	0	3	5	11	5	6	4	2	0				
	P	0	1	4	6	0	0	2	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	9	4	0	22
4	8	5	0	0	13
5	5	6	0	0	11
6	4	3	0	0	7
7	0	2	0	0	2
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	7	0	15	0	1	0	0	23
4	0	6	0	5	0	2	0	0	13
5	0	5	0	8	0	0	0	0	13
6	0	5	0	3	0	0	0	0	8
7	0	2	0	3	0	0	0	0	5
8	0	1	0	1	0	0	0	0	2
NYSAA Bilingual Spe Ed	0	0	0	0	0	1	0	0	1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	0	5	0	7	0	0	13
8	0	1	0	1	0	0	0	0	2
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	1	1

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	6	0	3	0	3	0	0	12
8	0	2	0	0	0	0	0	0	2
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

## B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. All students in the school are assessed in English and Spanish three times throughout the year using the WRAP and a school created Writing Continuum. The Writing Continuum is designed to show students' levels in Ideas and Voice, Language Features, Organization and Conventions. ELLs, especially those in middle school, tend to have strengths in organization and ideas and voice, but often struggle with language features and conventions. The Writing Continuum allows teachers to target ELLs' particular writing needs and provides guidance for next steps. The Writing Continuum and WRAP assessment results are used to create Extended Day groups in the lower grades and Middle School Intervention groups in the Middle School. Teachers also use the data to differentiate instruction and create small groups.

2. In Kindergarten 60% of ELLs scored at the advanced and proficient level in listening and speaking. In 1st-3rd grade closer to 90% scored at the advanced and proficient levels in listening and speaking. All students in 3rd-5th grade score at the intermediate level or higher in listening and speaking. The students who scored at the beginning level in 6th through 8th grade were new to the NYC school system. Students in K-2nd grade scored significantly lower in the reading and writing portions where the majority of the students scored at the beginning and intermediate levels. Scores improved by 3rd and 4th grade where 85% of the students scored at the intermediate level or higher in reading and writing. Students in 3rd-8th grade who scored at the beginning level were newcomers or Special Education students. Our students' scores indicate that by middle school grades, our students reading and writing skills have improved greatly.

3. The students' scores reveal something that educational researchers such as Stephen Krashen (Explorations in Language Acquisition and Use, 2003) have written about extensively – namely, that students develop oral proficiency in a language much faster than they acquire written proficiency in the target language. In this case, our scores reveal that students score significantly higher in the listening and speaking portions of the test than in the reading and writing portions. Instruction must be focused on developing students' reading and writing skills. P.S. 89 has worked to develop a writing curriculum throughout the school and the professional development focus during 2010-2011 is writing instruction. This school-wide emphasis on writing addresses the lower scores on the NYSESLAT.

4.

a. The majority of our ELL students from 3rd to 8th grades received a score of 1 or 2 on the 2010 State Math exam. In 2010 42% received a 1, 56% received a 2 and 5% students received a 3. All of these students are given appropriate testing modifications for ELLs,

b. The school has chosen to use our own literacy assessments instead of the ELL Periodic Assessments. Students are assessed in English and Spanish three times a year. Coaches help teachers to interpret and track the assessment results. These results are used to create small groups, differentiate instruction and target particular skills.

5.

a. All students are assessed in English and Spanish using the WRAP and the Writing Continuum three times during the year. Assessment data is used for differentiation and small groups. Student progress is tracked throughout the year and teachers meet with coaches in order to address particular student needs.

b. On average, the students have demonstrate an average gain of 27.5 points. These performance gains are based on multiple-choice formative assessment results on the Achieve 3000 program.

c. English Proficient students do well on the State Assessments. The majority of our students receive 2s and 3s on NYS Math and ELA exams.

6. The school's literacy assessments, student work, teacher observations and state test scores are used to evaluate the success of our program for ELLs. Student progress is tracked throughout the year and teachers meet with coaches in order to address particular student needs. The test scores indicate that ELLs are prepared for the exams.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		