



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

**2010-11  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

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

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**SECTION I: SCHOOL INFORMATION PAGE**

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

**SCHOOL ADDRESS:** 1100 East New York Avenue, Brooklyn New York 11212

**SCHOOL TELEPHONE:** 718-756-0210      **FAX:** 718-604-1865

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

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>Mr. Michael Roett</u>
<b>PRINCIPAL:</b>	<u>Ms. Berthe. G. Faustin</u>
<b>UFT CHAPTER LEADER:</b>	<u>Mr. Michael Roett</u>
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>Mr. Clinton Marrast</u>
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u>N/A</u>

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 17      **CHILDREN FIRST NETWORK (CFN):** 401

**NETWORK LEADER:** Alice Brown

**SUPERINTENDENT:** Rhonda Hurdle Taylor

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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>Ms. Berthe G. Faustin</b>	*Principal or Designee	
<b>Mr. Michael Roett</b>	*UFT Chapter Chairperson or Designee	
<b>Mr. Clinton Marrast</b>	*PA/PTA President or Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Mr. Wayne Cox</b>	Middle School Parent Representative	
<b>Mr. Amidor Almonord</b>	Bilingual Teacher, ELLS	
<b>Ms. Debbie Phillips</b>	Elementary School Teacher	
<b>Ms. Dawn Lewis</b>	Elementary School Parent Representative	
<b>Ms. Carol Jonas</b>	Elementary School Parent, Bilingual Parent Representative	
<b>Ms. Sancha Browne</b>	Middle, Special Needs (G&T, Spe. Ed. Programs)	
<b>Ms. Charmaine Hoyte</b>	Middle School Parent	

### **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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P. S. 189 The Bilingual Center is a Title I school located in an inner city neighborhood in Brooklyn, New York. It services a diverse population of approximately 1240 students mostly of African-American, Haitian, Afro-Caribbean, and Hispanic backgrounds. This year, our Haitian population includes approximately 50 students that were displaced from their country by the January earthquake. Although the building is continues to be over-utilized and lacks adequate gym facilities, we now boast and improved façade and a renovated auditorium.

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

Dual Language (DL) classes in Haitian Creole and Spanish, and Gifted & Talented (G&T) classes were implemented in the lower grades in 2005. These programs expand to a new grade level every year. During the academic year 2010-11, the Dual Language programs will be implemented up to the fifth grade, and the Gifted and Talented up to the sixth grade.

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

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

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

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

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

P.S. 189 provides an extensive enrichment program through after-school clubs. Clubs include debate, band, guitar, choir, dance, wrestling and Double-Dutch. Currently, P.S. 189 works with several organizations/partners. The ARISTA Junior Honors Society rewards academic excellence for 7th and 8<sup>th</sup> graders. Australia United States Services in Education (AUSSIE) consultants help implement balanced literacy and mathematics. The Brooklyn Conservatory of Music conducts in-school residencies that foster the development of literacy through the arts in grades K to 2. The BETACS provide technical assistance with issues pertaining to the bilingual programs. The Lorraine Monroe Leadership Institute conducts a youth mentoring program that culminates in an annual student leadership conference. The Boys Scouts of America conduct weekly programs to promote responsible citizenship, character development, and self-reliance. The Haitian Cultural Exchange program provides support to newly arrived, post-earthquake student evacuees and their families

## **SECTION III – Cont’d**

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

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**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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>	P.S. 189 Lincoln Terrace									
<b>District:</b>	17	<b>DBN:</b>	17K189	<b>School BEDS Code:</b>	331700010189					
DEMOGRAPHICS										
Grades Served:	Pre-K		3	√	7	√	11			
	K	√	4	√	8	√	12			
	1	√	5	√	9		Ungraded	√		
	2	√	6	√	10					
<b>Enrollment</b>					<b>Attendance - % of days students attended:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10	
Pre-K	0	0	0				94.4	94.9	TBD	
Kindergarten	77	80	91	<b>Student Stability - % of Enrollment:</b>						
Grade 1	125	113	118	<i>(As of June 30)</i>			2007-08	2008-09	2009-10	
Grade 2	130	116	127				95.9	93.7	TBD	
Grade 3	138	137	123	<b>Poverty Rate - % of Enrollment:</b>						
Grade 4	136	142	139	<i>(As of October 31)</i>			2007-08	2008-09	2009-10	
Grade 5	126	141	151				82.1	82.1	92.5	
Grade 6	128	145	182	<b>Students in Temporary Housing - Total Number:</b>						
Grade 7	128	136	153	<i>(As of June 30)</i>			2007-08	2008-09	2009-10	
Grade 8	137	123	132				3	21	TBD	
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>						
Grade 10	0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10	
Grade 11	0	0	0				48	46	67	
Grade 12	0	0	0	<b>Special Education Enrollment:</b>						
Ungraded	2	0	2	<i>(As of October 31)</i>			2007-08	2008-09	2009-10	
Total	1127	1133	1218				41	49	TBD	
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10	
# in Self-Contained Classes	34	33	36	Principal Suspensions			16	27	TBD	
# in Collaborative Team Teaching (CTT) Classes	5	7	8	Superintendent Suspensions			0	0	0	
Number all others	53	53	54	<b>Special High School Programs - Total Number:</b>						
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>			2007-08	2008-09	2009-10
<b>English Language Learners (ELL) Enrollment:</b>					CTE Program Participants			0	0	0
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Program Participants			0	0	0	
# in Transitional Bilingual Classes	167	240	136	<b>Number of Staff - Includes all full-time staff:</b>						
# in Dual Lang. Programs	68	93	158	<i>(As of October 31)</i>			2007-08	2008-09	2009-10	
# receiving ESL services only	25	26	14	Number of Teachers			78	75	TBD	

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	2	37	Number of Administrators and Other Professionals	13	14	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	7	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	2	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	70.5	72.0	TBD
				% more than 5 years teaching anywhere	59.0	61.3	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	81.0	83.0	TBD
American Indian or Alaska Native	0.3	0.4	0.4		93.9	98.3	TBD
Black or African American	76.0	74.4	74.7				
Hispanic or Latino	22.2	24.1	24.2				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	0.5	0.2				
White	0.4	0.2	0.2				
<b>Male</b>	52.1	51.0	50.5				
<b>Female</b>	47.9	49.0	49.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile  
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>			<b>Secondary Level</b>				
ELA:		√	ELA:				
Math:		√	Math:				
Science:		√	Graduation Rate:				
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			<b>Progress Target</b>
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	6	6	1				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>			
<b>Overall Score:</b>	97.5			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	12.6			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	25			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	50.1						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	9.8						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## 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?
- 

Prior to the recalibration of the state exams in 2010, our students had made significant and steady improvements in ELA and the school had received an A rating on all but the current NYC Department of Education School Progress Report. Results of the 2010 ELA exam show that 42% of students in grades 3-8 performed at level 3 or 4. This is a 40% drop from 2009. Results for all tested students indicate that 58% of students performed at levels 1 and 2 compared to 24.5% in 2009. This is a 33.5% increase in the percentage of students not meeting standards. In spite of the 2010 achievement drop, 61.4% of all tested students made a year's progress in ELA: 85% of our level 1's and 2's and 34% of our level 3's and 4's.

The results on the state 2010 math exam reflect a similar drop with 62% of all students tested performing on or above grade level; a 32% drop from 2009. Consequently, the school currently has a B rating on its current Progress Report. Our goal is that this drop in the scores would not become a trend.

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

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

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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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### **1. ENGLISH LANGUAGE ARTS**

Analysis of the 2009-10 state ELA exam indicates that only 42% of students met state standards. As a result, we have made ELA performance one of our priority goals for the 2010-11 school year.

By June 2011, 47 % of all students in Grades 3-8 will perform at level 3 or 4 as measured by the New York State ELA exam, a 5% increase over 2010

### **2. MATHEMATICS**

After conducting our needs assessment in 2009-10, the school progress report showed that a significant number of students failed to make a year's progress in mathematics. As a result, we have made progress in mathematics one of our priority goals for the 2010-11 school year

By June 2011, 67% of all students in Grades 3-8 will perform at level 3 or 4 as measured by the New York State ELA exam, a 5% increase over 2010.

### **3. DATA**

Our needs assessment revealed that the majority of students performing at level 3 and 4 did not make a year's progress in ELA and/or math. As a result, we identified use of data and differentiation as one of our priority goals for the 2010-11 school year.

By June 2011, 80% of all classroom teachers will use data to deliver differentiated instruction as evidenced by a 3% increase in the number of all students making one year progress in English Language Arts and 3% in Mathematics.

### **4. Academic Intervention Services**

To increase the number of students achieving proficiency on the ELA and Math exams will implement differentiated academic intervention services (AIS) for all students performing below a high level 3 (Proficiency Rating - less than 3.5) on the 2010 NYS English Language Arts and/or Mathematics exams.

By June 2011, 70% of all students serviced in the Academic Intervention Program will make one year progress in English Language Arts and /or Mathematics.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, 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.

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

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 47 % of all students in Grades 3-8 will perform at level 3 or 4 as measured by the New York State ELA exam, a 5% increase over 2010</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>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning Support Teams (LST) have been assigned to provide tier 2 intervention to our high level 2 and low level 3 students. (Sept. –June)</li> <li><input type="checkbox"/> Extended Day instruction provides tier 3 intervention to students performing at level 1 and low level 2. (Sept. –June)</li> <li><input type="checkbox"/> <b>풀책</b> Provide professional development for the 3rd year implementation of 100 Book Challenge- independent reading program. (Sept. –Dec.)</li> <li><input type="checkbox"/> <b>풀책</b> Provide for a minimum of 15 minutes daily of independent reading in class in addition to at home reading. (Sept. –June)</li> <li><input type="checkbox"/> <b>풀책</b> Track the amount of time students spend reading appropriately leveled books on Kidpace –data management system (Sept. –June)</li> <li><b>풀책</b> To provide professional development to support teachers in the use of Kidpace, data collection system</li> <li><input type="checkbox"/> <b>풀책</b> To raise the level of literacy instruction for all students through the effective use of data to inform small group instruction (Sept. –June)</li> <li><input type="checkbox"/> <b>풀책</b> To have all teachers of English Language Arts involved with inquiry work aimed at identifying differentiated instructional practices that will move target students to higher levels of reading achievement. (Sept. –June)</li> <li><b>풀책</b> To provide extensive professional development on Acuity for teachers in grades three to eight by the administration and coaches to understand tools to analyze data and create small groups. (Sept. – Nov)</li> <li><b>풀책</b> To extend professional development for the teachers on the organization of conference notes, conferring, small group instruction via strategy lessons and guided reading.</li> <li><input checked="" type="checkbox"/> To provide opportunities to meet with teachers on a grade or individually to plan instruction based on the findings. (Sept. –June)</li> <li><input type="checkbox"/> <b>풀책</b> To conduct walk throughs to monitor implementation and provide feedback. (Sept. –June)</li> <li><input type="checkbox"/> <b>풀책</b> To analyze running record summary sheets quarterly, to monitor progress. (Sept. –June)</li> <li><b>풀책</b> Provide authentic opportunity to write critical responses to literature for publication in the school newspaper, (Sept. –June)</li> <li><b>풀책</b> To continue the after school debate team. (Sept. –June)</li> <li><b>풀책</b> To continue the yearbook committee to empower eighth grade students to write, illustrate, photograph for (Jan.- June) their own yearbook, providing an opportunity to have a real world literary experience . (Sept. –June)</li> </ul>

	<p>☐ <b>풀책</b> Targeted vocabulary instruction(Sept. –June)</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I Title I SWP Tax Levy – Fair Student Funding Contract For Excellence</p> <p>Funding:  <b>풀책</b> To provide professional development to support teachers in the use of 100 Book Challenge Reading Program  <b>풀책</b> To provide professional development to support teachers in the use of Kidpace, data collection system  <b>풀책</b> For Parent Workshops to support independent reading at home  <b>풀책</b> For Literacy A.U.S.S.I. E. consultants  <b>풀책</b> For Professional Development (Absence Coverage) -  <b>풀책</b> For After school and Saturday Programs  <b>풀책</b> For Specialized High School Preparation  <b>풀책</b> For Yearbook Committee Before School Program  <b>풀책</b> For Vocabulary Books</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>풀책</b> Weekly monitoring of “reading steps” time spent reading by every student against 100 Book challenge benchmarks.  <b>풀책</b> Quarterly monitoring of reading progress against Teachers College running record benchmarks.  <b>풀책</b> End of Year Progress on summative assessments (Terra Nova in grades 1 &amp; 2 and State Exams in grades 3-8) made  <b>풀책</b> Regular monitoring of Small group differentiated classroom instruction in classrooms  <b>풀책</b> Monthly ELA gradewide exams.  <b>풀책</b> On-going Analysis of student work during weekly grade conferences, LST meetings and Inquiry Team meetings.  <b>풀책</b> Ongoing evaluation and revision of action plan during weekly administrative cabinet meetings.</p>

**Subject/Area (where relevant):** 2. Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 67% of all students in Grades 3-8 will perform at level 3 or 4 as measured by the New York State ELA exam, a 5% increase over 2010.</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>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning Support Teams (LST) have been assigned to provide tier 2 intervention to our high level 2 and low level 3 students. (Sept. –June)</li> <li><input type="checkbox"/> Extended Day instruction provides tier 3 intervention to students performing at level 1 and low level 2. (Sept. –June)</li> <li><input type="checkbox"/> An AUSSIE consultant will assist in building capacity by training all teachers in retrieving and analyzing data pertaining to their class and individual students. The analysis will be done even at a micro level so that student strengths and challenges are revealed by math strand (e.g., Number Sense &amp; Operation), and by element with a specific band (e.g., addition of fractions with unlike denominators). This process is ongoing from September to June.</li> <li><input type="checkbox"/> The math coach and grade supervisors will continue to support our teachers in all settings (mainstream, bilingual, and special education), especially the new pedagogues and those who are new to our math culture. This support will be provided through demo lessons and classroom inter-visitations. September to June, as needed.</li> <li><input type="checkbox"/> Classroom teachers, coaches and consultants will collaborate in the design of interdisciplinary (between to differing disciplines) and intra-disciplinary (between two concepts within the same discipline units of study.. September to June.</li> <li><input type="checkbox"/> To provide specific professional development sessions such as Math Power ESL for a group of 6 -10 teachers of ELLs (Title I and SIFE) from January to February. Participants to these sessions will, in turn, apply the learned strategies in their classrooms and bring back student work for analysis and receive instructional suggestions from the Math Power ESL colleagues. These practices will be seamlessly infused into the daily lesson plans as opposed to frenetic test prep for several weeks before the standardized examinations.</li> <li><input type="checkbox"/> To maintain our support programs / activity during off-hours and on Saturdays for our academically challenged students. Also, we invite those who have not made enough progress although they may be deemed at grade level as per the latest standardized tests.</li> </ul>

<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  Title I SWP  Tax Levy – Fair Student Funding  Contract For Excellence</p> <p>Funding For:  A.U.S.S.I.E. consultants  Datametrics Testwiz  Math Steps  Math Coach</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>	<p>풀책 End of Year Progress on summative assessments (Terra Nova in grades 1 &amp; 2 and State Exams in grades 3-8)</p> <p>풀책 Regular monitoring of Small group differentiated classroom instruction in classrooms</p> <p>풀책 Monthly Mathematics gradewide exams.</p> <p>풀책 On-going Analysis of student work during weekly grade conferences, LST meetings and Inquiry Team meetings.</p> <p>풀책 Ongoing evaluation and revision of action plan during weekly administrative cabinet meetings.</p>

## SECTION VI: ACTION PLAN

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

**Subject/Area (where relevant):** 3. Data

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 80% of all classroom teachers will use data to deliver differentiated instruction as evidenced by a 3% increase in the number of all students making one year progress in English Language Arts and 3% in Mathematics.</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>	<ul style="list-style-type: none"> <li>• Teachers will collect baseline and monthly data to identify students' academic needs (September to June)</li> <li>• School will provide opportunities for weekly common planning time where teachers are engaged in planning for differentiation of instruction through the use of data (September to June)</li> <li>• A.U.S.S.I.E consultants will provide professional development for a team of teachers to pilot new tools for collecting and analyzing data (October, February, May)</li> <li>• Math Coach will provide professional development on Acuity and ARIS will be provided to help teachers in grades three to eight understand tools to analyze data and create flexible groups (September to June)</li> <li>• Students in grades 3 to 8 will write their own Smart goals to monitor their own progress (January to March)</li> </ul>
<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>	<ul style="list-style-type: none"> <li>○ Title I</li> <li>○ Title I SWP</li> </ul> <p>Funding for: Datametrics- Testwiz A.U.S.S.I.E. Consultant</p>

**Indicators of Interim Progress and/or Accomplishment**

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

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

**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):**

**4. Academic Intervention Services**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 70% of all students serviced in the Academic Intervention Program will make one year progress in English Language Arts and /or Mathematics.</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>	<ul style="list-style-type: none"> <li>• <i>Students who performed at Level 1 and Low Level 2 are targeted during the extended day program</i> (Sept. –June) <ul style="list-style-type: none"> <li>○ <i>All pedagogues are assigned to work with small groups of targeted students during the extended day.</i></li> <li>○ <i>Title I funding is used to purchase supplemental materials and P.D. (Voyager Passport and Ticket to Read).</i></li> </ul> </li> <li>• <i>Students who performed at high Level 2 and low Level 3 are targeted during the school day through push in/pull out services and during the Saturday Academy Program.</i> (Sept. –June) <ul style="list-style-type: none"> <li>○ <i>Title I funds will be used for per session for Saturday Academy</i></li> </ul> </li> <li>• <i>English Language Learners are serviced during the school day and during the Saturday Academy Program.</i> (Sept. –June) <ul style="list-style-type: none"> <li>○ <i>Title III funds will be used for per session for Saturday Academy</i></li> </ul> </li> <li>• <i>Holiday Recess Programs will service targeted students for two days during each recess break.</i> <ul style="list-style-type: none"> <li>○ <i>Title I funds will be used for per session for Saturday Academy</i></li> <li>○ <i>Title III funds will be used for per session for Saturday Academy</i></li> </ul> </li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations,</p>	<p>Title I Title I SWP</p> <p>Funding for: Junior Great Books</p>

<p><i>where applicable.</i></p>	<p>Voyager Passport inc. Ticket to Read Scholastic – Brain Bank Guided Reading Program</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>• <i>Results of grade-wide interim/formative monthly assessments in ELA and Math</i> <ul style="list-style-type: none"> <li>○ <i>TestWiz, a datametrics, Internet service will be used to track results of monthly exams.</i></li> </ul> </li> <li>• <i>Movement in reading levels as evidenced by quarterly running records</i></li> <li>• <i>Results of the New York City interim assessments.</i></li> <li>• <i>New York State ELA and Mathematics exams gr. 3-8</i></li> <li>• <i>Terra Nova gr. 1-2</i></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	0	0	N/A	N/A	1	0	2	
1	0	0	N/A	N/A	2	1	2	
2	30	22	N/A	N/A	2	2	3	
3	45	38	N/A	N/A	4	3	2	
4	28	32		32	6	1	4	
5	28	27		27	6	4	2	
6	22	34		34	7	2	6	
7	25	28	12	32	8	1	5	
8	23	32	15	32	8	2	3	
9								
10								
11								
12								

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

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

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

## **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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### **The Language Allocation Policy at PS 189, the Bilingual Center 2010-2011**

PS 189 the Bilingual Center has a population of 1245 students in Grade K to Eight. Approximately 338 students make up the English Language Learners population. Two classes at each grade level provide bilingual services in Haitian Creole and Spanish in grade six to eight. There is a small Push-In /ESL program for ELLs who are not in the Bilingual program. During the school year 2010-2011, P.S 189 continues its Dual Language program in Kindergarten to grade five in both Spanish and Haitian Creole. This program aims at developing students' proficiency in their first and second language.

#### **Part I : School ELL Profile**

##### **A. Language Allocation Policy Team Composition**

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

##### **B. Teacher Qualifications**

Note the following report on staff members' certifications:

Number of Certified ESL Teachers: 5

Number of Content Area Teachers with Bilingual Extensions : 2

Number of Certified Bilingual Teachers : 17

Number of Certified NLA/FL Teachers : 8

Number of Special Ed. Teachers with Bilingual Extension : 4

##### **C. School Demographics**

The **total number of students** in the school is **1245**. The total number of **ELLs** is **338**. The **ELLs** as share of the total student population represent **27.15 %**.

##### **ELL Identification Process at PS 189**

At enrollment, trained school staff members who are: the pupil personnel secretary, the bilingual parent coordinator, the bilingual/ESL teacher at the school meet with parents to make an initial determination of the child's home language. Members of the team interview and guide the parents in completing the Home Language Identification Survey (HILS) in a language of their choice. Once the ESL teachers at the school collect the HILS and determine that a language other than English is spoken at home , the Language Battery-Revised (LAB-R) that indicates the level of English

proficiency, is administered within 10 days of admission. The Parent Survey and Program Selection forms are kept centrally in the main office with the students' files.

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

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

Students who are eligible for ELL services according to the LAB-R, and whose parents have been informed of choices of programs, are placed in the Dual Language program or the Transitional Bilingual. The certified Bilingual Common Branches teachers, or the Dual Language and ESL teachers provide the ESL/ ELA, content areas, and Native Language instruction necessary for learning.

PS 189, the Bilingual Center has the record of being an A school for the past five years. On the average, 95 % of the Ells' parents choose to enroll their child in one of the program being offered at the school.

### **Part III:ELL Demographics**

#### **A.ELL programs**

The Dual Language program (K-4) has: 15 in K, 27 in 1<sup>st</sup> grade, 30 in 2<sup>nd</sup> grade, 36 in 3<sup>rd</sup> grade, 51 in 4<sup>th</sup> grade.

The Transitional Bilingual Education (5-8) counts: 33 in 5<sup>th</sup> grade, 37 in 6<sup>th</sup> grade, 36 in 7<sup>th</sup> grade, and 22 in 8<sup>th</sup> grade.

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

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

##### **Number of ELLs by Subgroups**

Here is a list :

All ELLs: 338

Newcomers (ELLs receiving service 0-3 years): 241

Special Education: 21

SIFE: 100

ELLs receiving service 4-6 years: 70

Long-Term (completed 6 years) : 27

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

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

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

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

Total number of ELLs in TBE is 136

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

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

Haitian Creole: Kindergarten : ELL:3,EP:13, Grade 1 : ELL :6, EP :12, Grade 2 : ELL : 7, EP : 12, Grade 3 ELL :13, EP : 7, Grade 4 ELL :21, EP : 13

In the ESL program one student speaks Bengali and five students speak Arabic.

### **Programming and Scheduling Information**

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

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

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

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

The major area of concern at Public school 189 is improving the achievement levels of all students including our English Language learners (Ells) as measured by State and City standardized assessments. The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance ,such as the implementation of effective strategies for meeting the needs of ELL, and providing intensive professional development

for teachers in specialized strategies to meet the needs of special populations. Small group strategies, classroom management, differentiated instruction and the use of hands-on and project-based were part of the instructional approaches to be considered.

Current strategies for improving instruction and student performance in English language arts include the implementation of a Balanced Literacy approach for reading, which consists of : independent/paired reading, shared reading, guided reading literacy centers, literature circles, writer’s workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. In addition, there is the implementation and integration of the independent reading program”100 Book Challenge” during the 90 minutes literacy blocks. Other support to literacy instruction include: classroom libraries, extended time, school staff in the classroom( AIS, or Guidance Counselor, and a full-time reading coach. Ell students receive supplementary services through the Title III, Saturday Academy, and the SIFE (Students with Interrupted Education) after-school programs.

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

ELLs in the US schools for less than three years receive ESL/ELA, content areas, and Native Language mandated instruction designed to facilitate learning. They participate in all school activities including extended time, Title III, SIFE after-school, Saturday Academy. One focus of the supplemental services is to provide intensive literacy instruction to help first year Ells do well in ELA and the NYSESLAT.

Further 4-6 years and our Long Term Ell students participate in all the Academic Intervention Services provided at the school (example: Saturday Academy). Particular attention is paid to their needs, through at-risk intervention, group advisory, parent workshop, and academic intervention services.

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

Targeted interventions for ELLs in ELA, math and other content areas will be as follow:

- ELA teachers working with Ells team up with Bilingual teachers for investigation and application of best practices for sustaining and accelerating the achievement of Ells.
  - Continue to follow Children’s First Initiative Curriculum using the balanced literacy approach to literacy and native language instruction.
  - Bilingual and ESL teachers will reinforce the understanding of the learning strategies that will prepare Ells to think critically, solve problems and communicate better.
  - All Ells have access to leveled libraries in English and the native language.
  - Ongoing assessments of students in academic areas as well as language development. [NYSESLAT, Interim Assessments, Monthly Tests, etc.]
  - Academic Intervention Services (AIS) target students at the Intermediate/Advanced levels to move them to the Advanced/Proficiency levels.
- 
- Administrators and Teachers will focus on a systematic application of the curriculum mapping in ELA, ESL and subject areas as mathematics, science, social studies, technology and foreign languages ( French and Spanish).
  - Instructional emphasis on independent reading with the school wide initiative of the Independent reading program called the:” 100 Book Challenge “.

- ELLs reaching proficiency on the NYSESLAT will continue to receive transitional support (2 years) through Title III, SIFE, Saturday Academy and Extended Time.

At PS 189, all ELL students have access to all school programs and will participate in these three supplementary programs: (a) The ELA Saturday Academy (b) The Title III Saturday Academy targeting the ELL students from grades three to six specially the 0-3 years students. These are students who have been in the New York schools for less than three years. Many of them are performing at the beginning and low intermediate level. Students in grades three through six will participate in ELA, Math and Science classes. The program will seek to individualize instruction and meet the diverse emotional, social and academic needs of our ELL population. Our instructional model will use both English and the student's native language to improve academic and social language skills. Various programs and activities will be implemented. (c) The SIFE Program will target ELLs in grades 7-8. SIFE classes include intensive literacy and math instruction two times a week and on Saturday.

The following instructional materials are being used to support language development of Ells : there are Heinle picture dictionaries and the Milestones Reading Program, Treasure Chest , a Macmillan Guided Reading Series for Ells with differentiated reading levels, Access English from the Great Source ,Houghton Mifflin Co. series. Also there are, leveled Libraries as part of the 100 Book Challenge Independent Reading program, and Spanish and Haitian Creole libraries in the Dual Language and TBE classrooms. Technology is infused in all curriculum areas through the use of computers in the computer lab, Science lab, and the classrooms. PS 189 participated in i-Teach,i-Learn project promoting student achievement by integrating technology into the curriculum. The school acquired two computer literacy based programs for the ELLs: ACHIEVE 3000, a leader in differentiated instruction solutions. This program teaches students one-on-one, at their level, and is the most effective way to help them reach and then exceed grade level. Another literacy program for ELLs in K to 5 is Imagine Learning English. This program has hundreds of activities for young English Learners .It helps develop vocabulary, listening, phonemic awareness, emergent literacy, and school readiness.

In the TBE program, content are instruction is delivered in the native language and English. Beginning students receive 60 % of instruction in the native language and 40% in English. As students become more proficient in English, the native language decreases and instructional time in English increases. As part of their programming, students receive NLA instruction where they study the components of their language. Multicultural projects and activities are developed around language instruction in other to help students become bilingually-educated students.

The Dual Language Program in grade K – 5 aims at developing language proficiency in English and the native language with ELLs and monolingual speakers. Students receive half of their instruction in English and the other half in the second language.

The ESL/ Push-In program is for a small group of ELLs who need the required Part-154 hours in ESL instruction according to their IEPs or are not in the TBE or Dual Language classes. The ESL teachers service these students according to their levels of language needs. Support and resources used are age appropriate and correspond to the grade levels. Students at the elementary level participate in a lot of hands-on activities, while the middle-school students also have advisory sessions dealing with their everyday issues or concerns.

Language electives offered to all Ells at the school are : French, and Latin in the fifth and sixth grade.

Every year , before the beginning of the school year , we invite new parents and students to an orientation meeting to familiarize them with the school system and introduce the PS 189 family.

## **Schools with Dual Language Programs**

Here are some interventions followed in the Dual Language program at PS 189:

- The target language is used 40% of the time for EPs and ELLs in each grade.
- EPs and ELLs are integrated all day. No content area is taught separately.
- Language is separated by time.
- The Dual Language model used is self contained.
- Emergent literacy is taught simultaneously.

## **Professional Development and Support for School Staff**

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

- Intensive professional development provided to the entire staff by administrators, instructional specialists, coaches, ELLs specialists in ELL strategies and standards.
- Training on the components of a comprehensive balanced literacy program using the workshop model.
- Application of the workshop model with English as a Second Language and ELA scaffolding instruction
- Methods of assessments of content-area learning and language development
- QTEL training for Bilingual, ESL, ELA teachers and content area teachers working with ELLs
- Training on implementing and integrating the independent reading program the 100 Book Challenge into the literacy plan .
- Cooperating with BETAC( Spanish and Haitian Creole) on developing strategies or accessing resources that support ELL instruction
- Workshop for middle school eight grade students and parents with the guidance counselors and school staff on preparing students for high school.

## **Parental Involvement**

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

## **Part IV : Assessment Analysis**

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

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

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

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

### **NYSESLAT Modality Analysis**

Modality Aggregate: Listening/Speaking

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

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

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

Modality Aggregate:Reading/Writing.

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

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

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

### **Report on the NYS ELA :**

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

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

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

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

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

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

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

### **Report on the NYS Math :**

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

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

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

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

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

### **Report on the NYS Science**

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

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

### **Report on the NYS Social Studies**

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

## Assessment Analysis

Review of the data patterns across proficiency levels on the NYSESLAT(Spring 2009) reveal the following trend: 71 students scored at the Beginning level, 70 scored at the Intermediate level and 84 scored at the Advanced level. The spring NYSESLAT results showed consistency and correlation from one level to another. The number of students at the Intermediate level decreases while the number of students scoring at the Advanced level tremendously increases.

Patterns across NYSESLAT modalities indicate areas where our ELLs need to improve. Focuses will be on reading and writing as an integral part in developing a critical thinking process an all content areas for ELLs and having them write daily in their journals across the curriculum areas.

PS 189 has put in place a well- developed system to facilitate data collection analysis, and dissemination. All students' performances are measured and evidenced by the results of State Assessments, ILST, Regents, NYSESLAT, Journal Writing, monthly tests and data from Acuity. Teachers in all content areas maintain Assessment Binders for all the students they work with. Assessments Binders organize data from multiple sources (demographics, student formal and informal assessments, running records, etc) to facilitate the analysis and sharing of individual and group performance, and to guide curricular decisions.

The school leadership and the teachers use the results of the ELL Periodic Assessments to plan for individual and group assignments with different levels of instructional work. The school has established a culture of continuous assessments that drives instruction for all students. Believing the language of assessment must be parallel to that of instruction, we have completed the city assessment tools by translating the math interim assessments into Haitian Creole. In addition, some internal and commercial tests in the Dual Language program were translated into Spanish and Haitian Creole.

Success of our programs for ELLs can be attributed to some of these factors:

High expectations for all students, differentiated classrooms, rigorous commitment to time on task, focus on problem solving in Math and writing, intensive ELA/ESL content area instruction, Independent Reading, and instruction in the Native Language .

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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) 3-6      Number of Students to be Served: 150 LEP 0 Non-LEP

Number of Teachers 7      Other Staff (Specify) Guidance Counselor, Math & ELA Coach

### **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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Public School 189 / Bilingual Center is located in the inner city neighborhood of Brooklyn, New York. It is a Title I/PCEN school-wide program that services approximately 1245 students. Three hundred and thirty-seven (337) of these are bilingual students / English Language Learners. The bilingual students range from kindergarten through 8<sup>th</sup> grade. English Language Learners (ELLs) make up approximately 25% of the total school population. There are four kindergarten classes. Four of these classes operate under a “Dual Language Program” (Spanish/English/Haitian Creole), while the other operates as a “gifted and talented” class. There are five classes at each grade level from Kindergarten to grade 8. In order to support the ELL students with special needs, there is a Spanish Bilingual Special Education self-contained class.

For the academic year 2010-2011, Kindergarten through grades four will have a “Dual Language Program,” while grades five through eight will have two bilingual classes at each level (Spanish/English/Haitian Creole). Currently, of the approximate 337 bilingual students, there are 15 in kindergarten, 29 in first grade, 34 in second grade, 37 in third grade, 46 in fourth grade, 45 in fifth grade, 42 in sixth grade, 42 in seventh grade, 26 in eighth grade and 21 in special education. The findings of a comprehensive needs assessment resulted in the identification of several key factors necessary for improving students' performance. These are: school-wide implementation of effective strategies to address the needs of students lacking the basic skills in both reading and mathematics; implementation of effective strategies for meeting the needs of ELLs and providing intensive professional development for teachers in specialized strategies to meet the needs of special populations. From the findings of this comprehensive data analysis, it has been decided that the ELLs would participate in three supplementary programs:

(a) The ELA Saturday Academy, which would encompass the new and “long- term ELLs” as well as the ELLs taking the ELA for the first time. Long term ELLs are those English Language Learners who have been in the New York Public School System for three or more years and do not have a BESIS Extension. Long term ELLS who fall into this category are mandated to take the ELA Exam

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

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

The Saturday Program will meet for approximately 24 Saturdays, from 9 a.m. to 12 p.m., beginning Saturday October 2, 2010 and ending Saturday May 14, 2011. The program will service about 150 students at a ratio of 20 students per teacher with a total of seven teachers. Of these seven teachers, four are Bilingual certified, one ESL certified and two CB certified. The Common Branch certified teacher is partnered with one of the Bilingual teachers. This program will seek to individualize instruction and meet the diverse emotional, social and academic needs of our ELL population. Our instructional model will use both English and the student's native language to improve academic and social language skills. To achieve this purpose various programs and activities will be implemented.

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

The purpose of Teachers' College is to challenge teachers to reach readers who present widely different strengths and needs. This program exposes / refreshes teachers to using differentiating instruction in the classroom. It will survey the four models to make differentiation manageable and reading enjoyable for all readers, no matter their differences. The course objectives include the following: Understanding the primary role assessment plays in differentiating instruction, Discovering how readers differ and what actions teachers can take to reach different readers, grouping (whole-group, small-group, pairs, or individuals), and differentiated reader support each requires.

In conjunction with these programs, "The Getting Ready for the NYSESLAT" is designed for the following purposes: identifying and putting into practice the best strategies for standards based instructions, using on-going assessment activities to measure progress in attaining English Language Proficiency and to familiarize both teachers and students with the structure / Format of the test.

*Trips (museum / theater)*

**Rationale:** Another key activity of the Saturday Title Three Academy is that of developing language as a social tool. (a) Robert E Owens (1996) expounds the fact that Language is first and foremost a social tool. It is as a result of this scientific view that trips to museums, theaters and zoos will also be a vital part of the Saturday Academy. The bilingual students / ELLs need exposure to various aspects of the American culture. With this in mind, students will be exploring the following themes: "Special People and Places", "Animal Tales" and "Across the United States" The aim of the theatre visits is to give students concrete situations / exposure to the things learned in the classroom. Language is influenced by its environment,

and in turn, influences that environment (Owens 1996). It has been shown by research that language is heavily influenced by context and that language acquisition also takes place in informal learning environment i.e. museum and theaters.

(b) Secondly, the teachers will also be making use of the thematic approach which lends itself to extension of the lesson to other subject areas. For example, the teachers will be doing the following units of study called “Houses and Homes,” and “Planet Earth” These units lend to the extension of science and social studies subject area where students will look at animal homes. It is based upon these perspectives: (a) the scientific view of language being learned in a social setting and (b) the aligning of trips with the units of study, that trips to the zoos and museums will be undertaken.

The students will visit the Bronx and Prospect Park Zoos. They will also visit the Brooklyn Children’s museum and the theatre. The museum and the Bronx Zoo facilitate prearranged “class-like” settings, where the students can explore related subject matter i.e. science complete with “life-Size” models. Other activities will include cooperative learning, the use of audio-visual technology aids and the engagement of prior knowledge to facilitate the acquisition of literacy skills in the native language while providing meaningful communication and fluency in English. The following table shows the proposed dates/schedules for these educational trips.

*Trips (museum / theater)*

**Rationale:** Another key activity of the Saturday Title Three Academy is that of developing language as a social tool. (a) Robert E Owens (1996) expounds the fact that Language is first and foremost a social tool. It is as a result of this scientific view that trips to museums, theaters and zoos will also be a vital part of the Saturday Academy. The bilingual students / ELLs need exposure to various aspects of the American culture. With this in mind, students will be exploring the following themes: “Special People and Places”, “Animal Tales” and “Across the United States” The aim of the theatre visits is to give students concrete situations / exposure to the things learned in the classroom. Language is influenced by its environment, and in turn, influences that environment (Owens 1996). It has been shown by research that language is heavily influenced by context and that language acquisition also takes place in informal learning environment i.e. museum and theaters.

(b) Secondly, the teachers will also be making use of the thematic approach which lends itself to extension of the lesson to other subject areas. For example, the teachers will be doing the following units of study called “Houses and Homes,” and “Planet Earth” These units lend to the extension of science and social studies subject area where students will look at animal homes. It is based upon these perspectives: (a) the scientific view of language being learned in a social setting and (b) the aligning of trips with the units of study, that trips to the zoos and museums will be undertaken.

The students will visit the Bronx and Prospect Park Zoos. They will also visit the Brooklyn Children’s museum and the theatre. The museum and the Bronx Zoo facilitate prearranged “class-like” settings, where the students can explore related subject matter i.e. science complete with “life-Size” models. Other activities will include cooperative learning, the use of audio-visual technology aids and the engagement of prior knowledge to facilitate the acquisition of literacy skills in the native language while providing meaningful communication and fluency in English. The following table shows the proposed dates/schedules for these educational trips.

PLACE	DATE/TIME	COST
Bronx Zoo	05/04/2011	Bus = 425
		Admission \$18 x 30 students (P.O.P Pass) = 540
Brooklyn Children’s Museum	05/18/2011	Bus.....\$425 = 425
		Admission \$3 x 30 = 90
Broadway / Off Broadway Theatres	05/11/2011	Bus ( 425 x 2)..... = 850

	05/25/2011	Admission \$65 x 40	=2600
Total		TOTAL	= 4930

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

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

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### **Professional Development Program**

Professional Development will be provided to all staff to support the effective delivery of instruction. Our professional development for SY 2010-2011 will focus on the components of the curriculum: Math Power ESL (Math coach). The sessions will be conducted by the Math Coach; who is certified in both the Bilingual and Common Branch areas.

The Teachers College Reading and Writing Project (TCRWP), located at Teachers College, Columbia University, has been a premier provider of professional development for schools in New York City, across the nation and internationally for almost three decades. Their mission is to support literacy instruction through research and professional development. Their research has tackled many subjects, including, of course, the teaching of reading and writing K-8, but also including methods of supporting large scale school reform, of coaching teachers, and of leading schools in which young people grow to be avid and skilled readers and writers. These sessions will be conducted by Ms. Sandra Soto, literacy / ELA coach, who is certified in both Bilingual and CB areas. Ms Soto has also attended TC training / workshops.

**Rationale:** The focus will be on helping / supporting teachers through these sessions, to integrate content area materials through hands-on activities while students develop literacy skills and English language proficiencies through authentic and communicative language activities. Research has

shown that teachers of ELLs require extensive support to expand their subject matter knowledge and knowledge of content specific teaching strategies so that their students can get a deeper understanding of content areas, develop academic and social language. (Garet et al., 2001: Kennedy, 1998)

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## TITLE III PD CHART

**PROVIDERS:** Archangelo Joseph (Math Coach); Sandra Soto (ELA / Literacy Coach)

Judith Duffus-Campbell (Certified ESL Teacher)

**AUDIENCE:** Title III Saturday Academy Teachers (7 teachers)

<b>TOPICS</b>	<b>PROVIDERS</b>	<b>DATE</b>	<b>TIME</b>
<i>Assessing Reading Skills in the Bilingual Classroom</i>	Sandra Soto (ELA / Literacy Coach)	12/03/10	2:30-3:30
<u><i>The Moving Tiles</i></u> <i>Fractions, decimal, percent, proportions, equations</i>	Archangelo Joseph (Math Coach)		3:30-4:30
<u><i>Shopping for a Balanced Meal</i></u> <i>Fractions, decimal, percent, proportions, equations</i>	Archangelo Joseph (Math Coach)	01/07/11	2:30-4:30
<u><i>Fish mania</i></u> <i>Fractions, decimal, percent, proportions, equations</i>	Archangelo Joseph (Math Coach)	01/14/11	2:30-4:30
<i>Assessing Reading Skills in the Bilingual Classroom</i>	Sandra Soto (ELA / Literacy Coach)	01/21/11	2:30-3:30
<u><i>Skit – “Pam’s Apple Sauce”</i></u> <i>Fractions, decimal, percent, proportions, equations</i>	Archangelo Joseph (Math Coach)		3:30-4:30
<i>Running Records</i>	Sandra Soto (ELA / Literacy Coach)	01/28/11	2:30-3:30
<u><i>Smart</i></u> <i>Fractions, decimal, percent, powers of 10</i>	Archangelo Joseph (Math Coach)		3:30-4:30
<i>Getting ready for the NYSESLAT</i>	Judith Duffus-Campbell ( Certified ESL Teacher)	02/04/11	2:30-3:30
<u><i>The Faces of the Prism</i></u> <i>Perimeter, Area, Volume, Capacity, Metric System / Customary</i>	Archangelo Joseph (Math Coach)		3:30-4:30

**Travel / Other:** The teachers involved in the Title III Saturday Program will attend the NYSABE conference as professional development. The New York State Association for Bilingual Education (NYSABE) is a multilingual and multicultural association fostering the awareness and appreciation of bilingualism and biculturalism as an integral part of cultural pluralism in our society. The goals of the association are:

- 1) To encourage the establishment, maintenance, and expansion of quality programs in bilingual education.
- 2) To promote bilingual education as an educational process by which success of students is enhanced through instruction in their native language while learning English.
- 3) To foster recognition by the total community of the importance of bilingualism and its contributions toward a better understanding of the cultural and linguistic differences among people.

Our **ELL parents** continue to be an integral part of the Title III Program. All school based home communication will be translated into the respective native languages. Parents will be invited on 5 Saturdays during the Title III program to participate in a series of informative workshops about the NYSESLAT, and how they can help their children prepare for this exam. The presenters for this parent workshop will be the ESL teacher and the Assistant Principal in-charge of ESL / Bilingual Ed.

They will also be exposed to sensitive legal issues regarding their children. The presenter for this segment will be the parent coordinator and the Guidance Counselor. **The rationale** is that some ELL parents are new to the country and are therefore not aware of these legal issues. Support for parental involvement is shown in compelling research evidence which suggests that parental involvement has positive effects on children's academic achievement (Carasquillo & London, 1993; Delgado-Gaitian, 1991; Heine, 1992; Henderson, 1987; Quelmartz, Shields & Knapp, 1995). The sessions will be conducted by the program supervisor and parent coordinator. In order to facilitate parents' participation in these workshops, we will purchase metro cards for their transportation. We will provide light refreshments as well.

**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>ALLOCATION \$42,923.52</b>		
<b>BUDGET CATEGORY</b>	<b>BUDGETED AMOUNT</b>	<b>EXPLANATION OF PROPOSED EXPENDITURE</b>
Professional staff, per session, per diem (fringe included)	<b>29,148.42</b>	Salaries for teachers and supervisor for their work in the academic intervention services through the Saturday Academy. Approximately 150 students and 7 teachers will make up the program. There will be a pupil teacher ratio of 20 to one teacher. (c) teachers will meet once per month (for one hour) to plan lessons / 2hrs per month MATH POWER ESL <i>7 teachers x 3 hrs x 24 Saturdays x \$49.89 = 25,144.56</i> <i>7 teachers x 2hrs x 6 Fridays x \$22.72 = 1,908.48</i> <i>7 teachers x 1 hr x 6 Saturdays x 49.89 =2,095.38</i>  <b>TOTAL 29,148.42</b>
SUPPLIES AND MATERIALS	<b>6598.06</b>	Supplies for the Saturday Academy Program Literacy Books NYSESLAT Practice Books K-8 Native Language Arts Books
TRAVEL	<b>4,930</b>	Educational trips to museums, theater and the zoo. This includes cost of transportation and mission to the above mentioned venues
OTHER	<b>1,400</b>	NYSABE (REGISTRATION) SABE Conference. <b>\$200 x 7 teachers = \$1,400</b>

Parental Involvement	<b>923.52</b>	Refreshment and the purchase of metro cards for parent transportation to meetings / workshops
<b>TOTAL</b>	<b>\$43,000</b>	

### 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.

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

*PS 189, the Bilingual center, has an attendance of 338 Bilingual/ESL students out of about 1270 students, Grades K-8. Approximately 27% of the entire PS 189 families are recent immigrants with limited English proficiency. One class at each grade level provides bilingual services in Haitian Creole and Spanish. ELLs who are not in the bilingual or the dual language program receive pull-out or push-in ESL services. This school year, 2010-2011, the expanding dual language program with classes in Haitian Creole and in Spanish is in its sixth year, up to grade 5. These programs aim at developing students' proficiency in their first and second languages. Based on the HILS (Home Language Identification Survey), and parents communicating their desire for translation, it becomes imperative that we provide these services in order to meet the needs of all parents.*

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

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

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

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

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

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

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

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	1,142,276	329,409	1,471,685
2. Enter the anticipated 1% set-aside for Parent Involvement:	11,423	3,294	14,717
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	57,114	*	
4. Enter the anticipated 10% set-aside for Professional Development:	114,227	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98.3%
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.

**During our faculty conferences the school has invited college/universities to come and speak with teachers regarding programs that they offer to fulfill necessary 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**.

**(attached)**

**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.

**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.

An in-depth needs assessment was conducted using information on the NYS Report Card and the NYC Progress Report. Additional data was derived from results of periodic assessments (Acuity), Inquiry Team action research, surveys, and school-based assessments. (See Need Assessment on pg. 11 for further details.)

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.

Our level 1 and low level 2 students are serviced during the extended day program for 100 minutes a week. In addition their classroom teachers provide daily small group guided instruction in ELA and mathematics.

High level 2 and low level 3 students are serviced during the school day by push in/pull out teachers and on Saturdays.

High level 3's and fours are given the opportunity to prepare for NYS regents exams during the school day and in afterschool programs. English Language Learners and S.I.F.E. students are serviced in small groups in our binlingual classes, ESL push in/ pull out, after school and during Saturday Academy. Some of the scientifically based research materials currently in use are; voyager Passport, Ticket to Read, 100 Book Challenge, Brain Power and Achieve 3000.

### 3. Instruction by highly qualified staff.

- a. Monitoring by supervisors
- b. Mentoring by senior teachers
- c. Monitoring and professional development by on-site staff developers and outside consultants
- d. Grade level common preparation periods
- e. Inter-visitations to master teacher classrooms for demonstrations of best practices

### 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- a. ESO and ISC
- b. Literacy, Bilingual, and math coaches – implementation of an enriched, uniform curriculum
- c. Outside consultants – AUSSIE (reading and math), 100 Book Challenge, Making a Difference

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

- a. Citywide recruitment fairs

- b. Referrals from reliable staff members
- c. Interviews by school team including experts in the area the candidate is interviewing for
- d. Candidates must deliver a demonstration lesson
- e. Applicant is employed as a per diem substitute prior to hiring

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

Literacy, math and content area workshops are offered on a regular basis to parents. In addition, we provide classes for parents in E.S.L. and technology.

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.

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

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

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

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

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

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

## **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, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of 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	✓				✓	
Title I, Part A (ARRA)	Federal	✓				✓	
Title II, Part A	Federal	✓				✓	
Title III, Part A	Federal	✓				✓	
Title IV	Federal						
IDEA	Federal						

**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:

- **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.

Tax Levy	Local						
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#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, 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.)

P.S 189 has a population of about 1,270 students. Among them there are 23 students who are currently living in Temporary Housing.

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

Services that are available for these students are the following:

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

**Part B: FOR NON-TITLE I SCHOOLS**

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

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

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

**Students accept the responsibility to:**

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

**Parents or Guardians accept the responsibility to:**

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

**Teachers and staff accept the responsibility to:**

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

**Administrators accept the responsibility to:**

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

**"You lift me, I'll lift you, and we'll ascend together."  
-Unknown**

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Student Signature/Class

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Principal's Signature

P.S. 189 The Bilingual Center

SCHOOL/PARENT INVOLVEMENT PLAN

PS189 recognizes that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. The school will continue to improve communication between school and home through the Parent Teachers Association, the School Leadership Team, and the Parent Volunteer Program.

**How our plan will ensure that all parents, including working parents and parents of students with special needs will be afforded the opportunity to participate**

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

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

**How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected**

After general elections, the Parents of the school select the members who will serve as its representative to not only the school, but also the Administration. The Parent Executive members, the elected officials, and the PTA members of the SLT meet with the Administration on a regular basis to discuss the vital and relevant issues that relate to

student improvement. At the general meetings, the PTA officials meet with its governing body to provide updates on the agreed upon decisions.

**How we will assess the efficacy of our involvement plan.**

We will monitor the attendance of parents to all school functions, including PTA, SLT, celebrations, and workshop. Feedback from parents will be used to guide all decisions.

**How were parents involved in the development and approval of the School/Parent Compact**

The compact was developed after consultation with parents during SLT and PTA meetings.

**How were parents involved in the development and approval of the School/Parent Involvement Plan**

The compact was developed after consultation with parents during SLT and PTA meetings.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 189 Lincoln Terrace					
<b>District:</b>	17	<b>DBN:</b>	17K189	<b>School</b>		331700010189

**DEMOGRAPHICS**

Grades Served:	Pre-K		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	0		94.4	94.9	94.9
Kindergarten	80	91	99				
Grade 1	113	118	116	<b>Student Stability - % of Enrollment:</b>			
Grade 2	116	127	129	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	137	123	130		95.9	93.7	93.8
Grade 4	142	139	132				
Grade 5	141	151	154	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	145	182	181	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	136	153	186		82.1	92.5	92.5
Grade 8	123	132	140				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	21	26
Grade 12	0	0	0				
Ungraded	0	2	2	<b>Recent Immigrants - Total Number:</b>			
Total	1133	1218	1269	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					48	46	67

<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	33	36	35	Principal Suspensions	41	49	65
# in Collaborative Team Teaching (CTT) Classes	7	8	8	Superintendent Suspensions	16	27	27
Number all others	53	54	72				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</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	240	136	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	93	158	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	26	14	TBD				
# ELLs with IEPs	2	37	TBD				

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	78	75	76
Number of Administrators and Other Professionals	13	14	10
Number of Educational Paraprofessionals	7	1	2

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
	2	2	20	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	70.5	72.0	82.9
				% more than 5 years teaching anywhere	59.0	61.3	73.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	83.0	85.5
American Indian or Alaska Native	0.4	0.4	0.7	% core classes taught by "highly qualified" teachers	93.9	98.3	94.7
Black or African American	74.4	74.7	75.0				
Hispanic or Latino	24.1	24.2	23.2				
Asian or Native Hawaiian/Other Pacific	0.5	0.2	0.2				
White	0.2	0.2	0.9				
<b>Male</b>	51.0	50.5	49.3				
<b>Female</b>	49.0	49.5	50.7				

#### 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,					
-----------------------------	--	---------	--	--	--	--	--

#### 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:

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

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	-	-				
Multiracial						
Students with Disabilities	v	v	-			
Limited English Proficient	v	v				
Economically Disadvantaged	v	v				
<b>Student groups making</b>	<b>6</b>	<b>6</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>	50.2	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	10.2	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	12.1	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	24.4					
<i>(Comprises 60% of the</i>						
Additional Credit:	3.5					

<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>Alice Brown</b>	District <b>17</b>	School Number <b>189</b>	School Name <b>Bilingual Center</b>
Principal <b>Berthe G Faustin</b>		Assistant Principal <b>Archangelo Joseph</b>	
Coach <b>Sandra Soto/ELA</b>		Coach <b>A.Joseph/Math</b>	
Teacher/Subject Area <b>Danielle Hyacinthe/ESL</b>		Guidance Counselor <b>Marie Grand-Pierre</b>	
Teacher/Subject Area <b>Judith C Campbell/ESL/English</b>		Parent <b>Clifton Marrast/PTA</b>	
Teacher/Subject Area <b>Myrna Jeudy/Bil Com.Br-Spa.</b>		Parent Coordinator <b>Ivy Richards</b>	
Related Service Provider <b>Josiane Anglade/AIS</b>		Other <b>H.Emmanuel/ELL Staff Developer</b>	
Network Leader <b>Alice Brown</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>5</b>	Number of Certified Bilingual Teachers	<b>17</b>	Number of Certified NLA/Foreign Language Teachers	<b>8</b>
Number of Content Area Teachers with Bilingual Extensions	<b>2</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>4</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>1274</b>	Total Number of ELLs	<b>258</b>	ELLs as Share of Total Student Population (%)	<b>20.25%</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.

Paste response to questions 1-6 here

#### ELL Identification Process at PS 189

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

2-As students are determined by the certified ESL teachers to be eligible for language services, according to the LAB-R results, parents are notified of the results and invited to the parent orientation where they receive information on services available to English Language Learners ( ELLs) and the choices of programs being offered by the New York City Public Schools to parents of ELLs. New ELL parent orientation meetings are scheduled at the beginning of the school year and during the school year to familiarize parents with the school system and the different programs that are offered. Entitlement letters, Parent Survey and Program Selection Forms, and Placement letters are readily sent or provided to parents during the orientation meetings. The translated materials allow parents to understand better the information being given. Follow- up phone conversations with parents through the bilingual parent coordinator, social worker or bilingual/ESL teacher ensure positive communication or return of materials.

3- At the beginning of the school year, letters of continued entitlement are sent to parents of ELLs whose child did not score proficient on the New York State English as a Second Language Assessment Test( NYSESLAT). Parents are notified that these students continue to be entitled to the ELL services. PS 189 offers after-school and Saturday Academy programs to ELL students in grades three to eight who need reinforcement in language instruction and skills on how to get ready for the NYSESLAT.

4-5-6-Students who are eligible for ELL services according to the LAB-R, and whose parents have been informed of the program choices, are placed in the Dual Language program or the Transitional Bilingual program. The certified Bilingual Common Branch teachers, or the Dual Language and ESL teachers provide the ESL/ ELA, content areas, and native language instruction necessary for learning.

PS 189, the Bilingual Center has the record of being an A school for the past five years. On the average, 95 % of the ELL parents choose to enroll their child in one of the programs being offered at the school.

## 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 #
Transitional							2	2	2					6

<b>Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														
<b>Dual Language</b> (50%:50%)	2	2	2	2	2	2								12
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>		1	1	1	1			1						5
<b>Total</b>	2	3	3	3	3	2	2	3	2	0	0	0	0	23

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

Number of ELLs by Subgroups					
All ELLs	258	Newcomers (ELLs receiving service 0-3 years)	186	Special Education	19
SIFE	54	ELLs receiving service 4-6 years	49	Long-Term (completed 6 years)	19

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	
TBE	82	27	1	15	5	2	13	0	6	110
Dual Language	109	22	3	29	2	4				138
ESL	6			2						8
<b>Total</b>	<b>197</b>	<b>49</b>	<b>4</b>	<b>46</b>	<b>7</b>	<b>6</b>	<b>13</b>	<b>0</b>	<b>6</b>	<b>256</b>

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

**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							15	18	11					44
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							25	21	21					67
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>40</b>	<b>39</b>	<b>32</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>111</b>

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	ELL	EP	ELL	EP	ELL	EP										
Spanish	12	18	10	12	17	12	14	18	27	9	24	12							104	81
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian	5	15	6	14	11	11	10	23	14	13	23	6							69	82
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>17</b>	<b>33</b>	<b>16</b>	<b>26</b>	<b>28</b>	<b>23</b>	<b>24</b>	<b>41</b>	<b>41</b>	<b>22</b>	<b>47</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>173</b>	<b>163</b>

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	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>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0      Number of third language speakers: 0

Ethnic breakdown of EPs (Number):  
 African-American: 45%      Asian: \_\_\_\_\_      Hispanic/Latino: \_\_\_\_\_  
 Native American: 0      White (Non-Hispanic/Latino): 0      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					1									1
Urdu														0
Arabic		1	1	1				2						5
Haitian														0
French														0
Korean														0
Punjabi														0

## 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
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</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.

Paste response to questions 1-4 here

In the Dual Language (ELLs/EPs) program, the number of ELLs by grade in each size reduction program is 28. The average class size in fourth through eighth grade is thirty (30) students. Students are heterogeneously grouped within each grade. Students at the elementary level (K-6th) receive instruction in self-contained classrooms that utilize clusters to enrich the curriculum. Students in the Middle School (7th-8th) receive instruction in a departmentalized setting with specialty teachers in all major subject areas. The school provides standards-based literacy instruction in the native language and in English for the duration of students' education in the Transitional Bilingual Education program, the Dual Language Program or the ESL program. They follow the Language Allocation distribution that considers students learning at the various stages of beginner, intermediate, and advanced levels. Instruction in English increases as students develop fluency in English. Students in the bilingual classes follow the 90 minutes period of literacy instruction, often referred to as the block model. They receive instruction in ELA, native language and math, using the Workshop Model. Further, in accordance with CR Part 154, students at the beginning/intermediate levels receive at least 360 minutes of ESL, and 180 minutes of ELA at the advanced level.

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

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

The major area of concern at Public school 189 is improving the achievement levels of all students including our English Language learners (ELLs) as measured by State and City standardized assessments. The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance, such as the implementation of effective strategies for meeting the

needs of ELLs, and providing intensive professional development for teachers in specialized strategies to meet the needs of special populations. Small group strategies, classroom management, differentiated instruction and the use of hands-on and project-based teaching were part of the instructional approaches to be considered.

Current strategies for improving instruction and student performance in English language arts include the implementation of a Balanced Literacy approach for reading, which consists of : independent/paired reading, shared reading, guided reading literacy centers, literature circles, writer’s workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. In addition, there is the implementation and integration of the independent reading program”100 Book Challenge” during the 90 minutes literacy blocks. Other support to literacy instruction includes: classroom libraries, extended time, school staff in the classroom( AIS, or Guidance Counselor, and a full-time reading coach. ELL students receive supplementary services through the Title III, Saturday Academy, and the SIFE (Students with Interrupted Education) after-school programs.

To address the needs of ELL students with Interrupted Education, the SIFE after-school program focuses on developing and supporting students’ core academic language in L2 and in L1, and providing venues to accelerate the cognitive competency in learning the tested content areas. Coordination of Title III and SIFE will allow for smaller teacher to student ratio for ELL SIFE and Long Term ELL students.

ELLs in the US schools for less than three years receive ESL/ELA, content areas, and Native Language mandated instruction designed to facilitate learning. They participate in all school activities including extended time, Title III, SIFE after-school, Saturday Academy. One focus of the supplemental services is to provide intensive literacy instruction to help first year ELLs do well in ELA and the NYSESLAT.

Further ELLs in the system for 4-6 years , and our Long Term Ell students participate in all the Academic Intervention Services provided at the school (example:Extenday Day or Saturday Academy). Particular attention is paid to their needs, through at-risk intervention, group advisory, parent workshop, and academic intervention services.

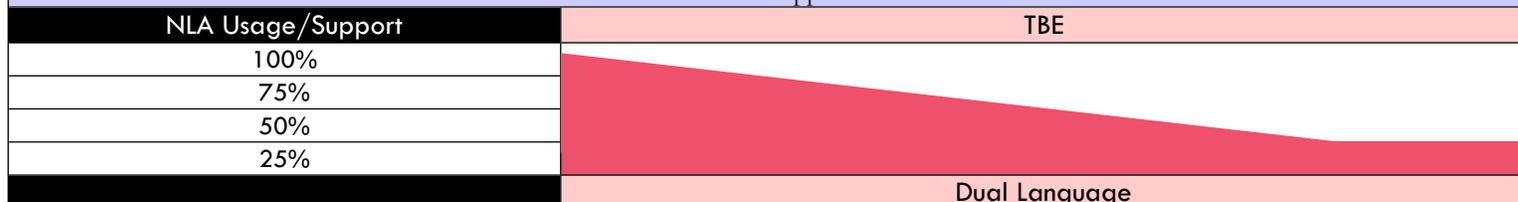
We have one bilingual special education class ( Spanish),and two self-contained special education classes with some ELL students receiving ESL services .These students participate in all the AIS and some are “ mainstreamed” for the content area subjects such as science and math.

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<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.



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

## 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?

Targeted interventions for ELLs in ELA, math and other content areas will be as follow:

- ELA teachers working with ELLS team up with bilingual teachers for investigation and application of best practices for sustaining and accelerating the achievement of ELLs..
- Continue to follow Children First Initiative Curriculum using the balanced literacy approach to literacy and native language instruction.
- Bilingual and ESL teachers will reinforce the understanding of the learning strategies that will prepare ELLs to think critically, solve problems and communicate effectively.
- All ELLs have access to leveled libraries in English and the native language.
- Ongoing assessments of students in academic areas as well as language development. [NYSESLAT, Interim Assessments, Monthly Tests, etc.]

- Academic Intervention Services (AIS) target students at the Intermediate/Advanced levels to move them to the Advanced/Proficiency levels.
- Administrators and teachers will focus on a systematic application of the curriculum mapping in ELA, ESL and subject areas such as mathematics, science, social studies, technology and foreign languages ( French and Spanish).
- Instructional emphasis on independent reading with the schoolwide initiative of the independent reading program called the:” 100 Book Challenge “.
- ELLs reaching proficiency on the NYSESLAT will continue to receive transitional support (2 years) through Title III, SIFE, Saturday Academy and Extended Time.

At PS 189, all ELL students have access to all school programs and participate in these three supplementary programs: (a) The ELA Saturday Academy (b) The Title III Saturday Academy targeting the ELLs from grades three to six specially the 0-3 years students. These are students who have been in the New York schools for less than three years. Many of them are performing at the beginning and low intermediate level. Students in grades three through six will participate in ELA, Math and Science classes. The program will seek to individualize instruction and meet the diverse emotional, social and academic needs of our ELL population. Our instructional model will use both English and the student’s native language to improve academic and social language skills. Various programs and activities will be implemented. (c) The SIFE Program which target ELLs in grades 7-8. SIFE classes include intensive literacy and math instruction two times a week and on Saturday.

The following instructional materials are being used to support language development of Ells : there are Heinle picture dictionaries and the Milestones Reading Program, Treasure Chest , a Macmillan Guided Reading Series for ELLs with differentiated reading levels, Access English from the Great Source ,Houghton Mifflin Co. series. Also there are, leveled Libraries as part of the 100 Book Challenge Independent Reading program, and Spanish and Haitian Creole libraries in the Dual Language and TBE classrooms. Technology is infused in all curriculum areas through the use of computers in the computer lab, Science lab, and the classrooms. PS 189 participated in i-Teach,i-Learn project promoting student achievement by integrating technology into the curriculum. The school acquired two computer literacy based programs for the ELLs: ACHIEVE 3000, a leader in differentiated instruction solutions. This program teaches students one-on-one, at their level, and is the most effective way to help them reach and then exceed grade level. Another literacy program for ELLs in K to 5 is Imagine Learning English. This program has hundreds of activities for young English Learners .It helps develop vocabulary, listening, phonemic awareness, emergent literacy, and school readiness.

In the TBE program, content area instruction is delivered in the native language and English. Beginning students receive 60 % of instruction in the native language and 40% in English. As students become more proficient in English, the native language decreases and instructional time in English increases. As part of their programming, students receive NLA instruction where they study the components of their language. Multicultural projects and activities are developed around language instruction in other to help students become bilingually-educated students.

The Dual Language Program in grade K – 5 aims at developing language proficiency in English and the native language with ELLs and monolingual speakers. Students receive half of their instruction in English and the other half in the second language.

The ESL/ Push-In program is for a small group of ELLs who need the required Part-154 hours in ESL instruction according to their IEPs or are not in the TBE or Dual Language classes. The ESL teachers service these students according to their levels of language needs. Support and resources used are age appropriate and correspond to grade levels. Students at the elementary level participate in a lot of hands-on activities,and the middle-school students also have advisory sessions dealing with their everyday issues or concerns.

Language electives offered to all Ells at the school are : French,Spanish and Latin in the fifth and sixth grade.

Every year and at the beginning of the school year, new parents and students are invited to some orientation meetings to familiarize them with the school system and introduce them to the PS 189 family.

### 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)?

Paste response to questions 1-5 here

Here are some interventions followed in the Dual Language program at PS 189:

- The target language is used 40% of the time for EPs and ELLs in each grade.
- EPs and ELLs are integrated all day. No content area is taught separately.
- Language is separated by time.

- The Dual Language model used is self contained.
- Emergent literacy is taught simultaneously.

#### 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.

Paste response to questions 1-3 here

Professional Development and Support for School Staff

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

- Intensive professional development provided to the entire staff by administrators, instructional specialists, coaches, ELL specialists in ELL strategies and standards.
- Training on the components of a comprehensive balanced literacy program using the workshop model.
- Application of the workshop model with English as a Second Language and ELA scaffolding instruction
- Methods of assessments of content-area learning and language development
- QTEL training for Bilingual, ESL, ELA teachers and content area teachers working with Ells
- Training on implementing and integrating the independent reading program the 100 Book Challenge into the literacy plan .
- Cooperating with BETAC( Spanish and Haitian Creole) on developing strategies or accessing resources that support ELL instruction
- Workshop for middle school eight grade students and parents with the guidance counselors and school staff on preparing students for high school.

Professional development during the school year will also be to provide 7.5 hours of training to staff working with ELL students. The training will cover topics such as : Understanding the immigrant child, providing differentiated instruction, ESL strategies. The certified ESL teachers will provide the trainings, keep a record at the school, of the staff who have completed the 7.5 hours of ELL training as per Jose P.

#### 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?

Paste response to questions 1-4 here

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

## 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)	10	11	8	5	7	14	11	7	7					80
Intermediate(I)		3	7	13	14	10	10	17	13					87
Advanced (A)	8		11	6	13	16	14	14	10					92
Total	18	14	26	24	34	40	35	38	30	0	0	0	0	259

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		1	2	1	2	5	10	4	2				
	I		9	3	2	9	3	5	9	6				
	A		5	18	11	22	11	20	17	17				
	P			3	10	2	15	1	3	5				
READING/ WRITING	B		11	2	5	8	9	5	2	7				
	I		4	7	13	14	9	8	7	13				
	A			8	6	11	16	11	7	7				
	P			3		2		7	6	3				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	11	8	5		24
5	7	11	4		22
6	3	11	2		16
7	6	10	2		18
8	6	14	1		21
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	4	2	4	3	5	4	4	1	27
5	3	5	10	11	4	6	3	1	43
6	1	2	8	8	3	4	1	4	31
7	2	1	6	5	7	7	3	1	32
8		1	5	6	7	8	1		28
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	2	1	4	6	11	4	4	33
8				2	3	3			8
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5			2		9	5	2		18
8	3	3	1		3	1			11
NYSAA Bilingual Spe Ed									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)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	

ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

Review of the data patterns across proficiency levels on the NYSESLAT(Spring 2010) reveal the following trend: 70 students scored at the Beginning level, 87 scored at the Intermediate level and 84 scored at the Advanced level. The spring NYSESLAT results showed consistency and correlation from one level to another. The number of students at the Intermediate level increases while the number of students scoring at the Advanced level has consistently increased.

Patterns across NYSESLAT modalities indicate areas where our ELLs need to improve. Focus will be on reading and writing as an integral part in developing the critical thinking process in all content areas for ELLs and having them write daily in their journals across the curriculum areas.

PS 189 has put in place a well- developed system to facilitate data collection analysis , and dissemination. All students’ performances are measured and evidenced by the results of State Assessments, ILST, Regents, NYSESLAT, Journal Writing, monthly tests and data from Acuity. Teachers in all content areas maintain Assessment Binders for all the students they work with. Assessments Binders organize data from multiple sources ( demographics, student formal and informal assessments, running records, etc) to facilitate the analysis and sharing of individual and group performance, and to guide curricular decisions.

The school leadership and the teachers use the results of the ELL Periodic Assessments to plan for individual and group assignments with different levels of instructional work. The school has established a culture of continuous assessments that drives instruction for all students. Believing the language of assessment must be parallel to that of instruction, we have completed the city assessment tools by translating the math interim assessments into Haitian Creole. In addition, some internal and commercial tests in the Dual Language program were translated into Spanish and Haitian Creole.

The success of our programs for ELLs can be attributed to some of these factors:

High expectations for all students, differentiated instruction, rigorous commitment to time on task, focus on problem solving in Math and

**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)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		