Department of Education

P.S. 189

2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: P.S. 189
ADDRESS: 2580 AMSTERDAM AVENUE
TELEPHONE: 212-927-8303
FAX: 212-928-7733

MARCH 2011

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310600010189 **SCHOOL NAME:** P.S. 189

SCHOOL ADDRESS: 2580 AMSTERDAM AVENUE, MANHATTAN, NY, 10040

SCHOOL TELEPHONE: 212-927-8303 **FAX:** 212-928-7733

SCHOOL CONTACT PERSON: THERESA LUGER **EMAIL ADDRESS** TLuger2@schools.nyc.gov

POSITION / TITLE	**PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Sugel Sierra
PRINCIPAL:	Theresa Luger
UFT CHAPTER LEADER:	Raymond Albino
PARENTS' ASSOCIATION PRESIDENT:	Yudelka Valdez
STUDENT REPRESENTATIVE: *(Required for high schools)*	N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 06 **CHILDREN FIRST NETWORK (CFN):** Children First Network (CFN) # 601 Network Plus

NETWORK LEADER: LAWRENCE BLOCK

SUPERINTENDENT: MARTHA MADERA

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
Theresa Luger	Principal	Electronic Signature Approved. Comments: Y Yes
Raymond Albino	UFT Chapter Leader	Electronic Signature Approved. Comments: Y n/a
Sugel Sierra	UFT Member	Electronic Signature Approved. Comments: Y n/a
Melissa Reyes	UFT Member	Electronic Signature Approved. Comments: Y n/a
Mary Lambros	UFT Member	Electronic Signature Approved. Comments: Y n/a
Yuderka Valdez	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Y n/a
Altagracia Terrero	Parent	Electronic Signature Approved. Comments: Y n/a
Juana Lewis	Parent	Electronic Signature Approved. Comments: Y n/a
Rosa Sanchez	Title I SWP Parent	Electronic Signature Approved. Comments: Y n/a
Paulina Lopez	Parent	Electronic Signature Approved. Comments: Y n/a
Evelyn Lopez	Parent	Electronic Signature Approved. Comments: Y n/a
Luz Cuevas	DC 37 Representative	Electronic Signature Approved. Comments: Y n/a

Jennifert Ramirez	UFT Member	Electronic Signature Approved. Comments: Y n/a

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

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

P.S.189 Narrative Description

P.S.189M is a Pre-K to 5 elementary school with a strong commitment to improving the academic success of all of our students. Our mission: states that "All members of the P.S.189M School Community, including staff, parents and students are committed to the academic progress and social development of all students. We partner with community organizations to support our goal and to provide enrichment activities which motivate and extend the learning of our students."

One of the greatest attributes of our school is the commitment of the administration, teachers, parents and students to ensure the achievement of our students' academic growth and success. As a school community, we are driven to meet the individual needs of our students and to realize continuous improvement in their academic achievement. Our teachers participate in collaborative decision-making as they work on grade-level Professional Learning Teams. For example, administrators, along with teachers, are involved in gathering student data to support changes in the curriculum, lesson development and planning, assessment, and establishment of setting professional development agendas. Through these activities, administrators are able to gauge teachers' instructional needs and to develop differentiated professional development approaches. During scheduled collaborative weekly meetings, teachers evaluate the effectiveness of the curriculum based on the fulfillment of student needs and academic goals. Collectively, they develop grade level rubrics that promote rigor and accountability in student work, plan lessons that support the analysis of student performance results, and participate in professional development that focuses on effective instructional practices designed to lead to greater student achievement.

The strong focus on student data and collaborative planning across each grade has enabled us to make significant gains this past year. Even with this success, we recognize that effort and commitment of all members of our learning community are needed for ongoing improvement in student performance. The administration has allocated financial resources to support reduced class size in kindergarten through the upper grades. To further student progress, we have successfully implemented research-based reading program under the Reading First grant. Although the Reading First grant is now over, we are still implementing best practices developed through this program and we still include the use of many of the Reading First resources that we have at the school. Our staff has received extensive professional development in reading, provided by two on-site Reading First coaches and A.U.S.S.I.E. consultants. For the past two years, our third grade cohort has consistently outperformed all neighboring schools and local Reading First schools. In addition we have one bilingual math coach who provides planning, support, and professional development to our teachers in mathematics.

At the classroom level, assistant principals, coaches, and consultants work with the teachers, supporting them in using a variety of data sources to develop specific plans that address individual and small group student needs. This information serves as the beginning of a cycle of monitoring

student progress for accelerated growth. An outgrowth of this process is the development of the interim reports sent home to parents, identifying specific goals for students and alerting the parents of progress toward these goals. These interim reports are issued before formal report cards, providing students and parents with useful information to promote student progress. Meetings with parents at events, such as Parent Association Meetings and Open House, reinforce learning expectations and encourage feedback.

The parents of PS 189M play a central role in supporting their children's progress. Many parents are active in the life of the school by participating on the School Leadership Team, attending PTA meetings, Monthly Family Night activities, and Parent Workshops which promote reading, writing and math at home. These workshops are well-attended and requested by parents, as they find that the information and tools provided help them to extend school learning opportunities.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 189								
District:	6	**DBN #:**	06M189	**School BEDS Code:**					
DEMOGRAPHICS									
Grades Served:	☑ Pre-K	☑ K	☑ 1	☑ 2	☑ 3	☑ 4	☑ 5	☐ 6	☐ 7
	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	☑ Ungraded			
Enrollment:				**Attendance:** - *% of days students attended**:					
(As of October 31)	2007-08	2008-09	2009-10	*(As of June 30)*			2007-08	2008-09	2009-10
Pre-K	36	36	36				93.9	94.2	TBD
Kindergarten	179	169	173						
Grade 1	169	155	169	**Student Stability** - *% of Enrollment*:					
Grade 2	184	178	163	*(As of June 30)*			2007-08	2008-09	2009-10
Grade 3	177	165	180				94.2	91.87	TBD
Grade 4	178	183	165						
Grade 5	191	171	177	**Poverty Rate** - *% of Enrollment*:					
Grade 6	0	0	0	*(As of October 31)*			2007-08	2008-09	2009-10
Grade 7	0	0	0				93.4	74.7	88.2
Grade 8	0	0	0						
Grade 9	0	0	0	**Students in Temporary Housing** - *Total Number*:					
Grade 10	0	0	0	*(As of June 30)*			2007-08	2008-09	2009-10
Grade 11	0	0	0				13	109	TBD
Grade 12	0	0	0						
Ungraded	0	0	6	**Recent Immigrants** - *Total Number*:					
Total	1114	1057	1069	*(As of October 31)*			2007-08	2008-09	2009-10
							33	38	34
Special Education Enrollment:				**Suspensions:** ***(OSYD Reporting) - Total Number*:**					
(As October 31)	2007-08	2008-09	2009-10	*(As of June 30)*			2007-08	2008-09	2009-10
# in Self-Contained Classes	24	29	41	Principal Suspensions			28	73	TBD
# in Collaborative Team Teaching (CTT) Classes	9	24	30	Superintendent Suspensions			19	18	TBD
Number all others	65	61	40						
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number*:					
				(As of October 31)			2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants			0	0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants			0	0	0

# in Transitional Bilingual Classes	148	185	170
# in Dual Lang. Programs	41	33	0
# receiving ESL services only	389	354	327
# ELLs with IEPs	2	10	82
These students are included in the General and Special Education enrollment information above.			

Number of Staff - *Includes all full-time staff*:			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	84	87	TBD
Number of Administrators and Other Professionals	23	22	TBD
Number of Educational Paraprofessionals	3	4	TBD

Overage Students (# entering students overage for grade)			
(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD

Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10
% fully licensed & permanently assigned to this school	100	100	TBD
% more than 2 years teaching in this school	67.9	67.8	TBD
% more than 5 years teaching anywhere	63.1	67.8	TBD
% Masters Degree or higher	81	90	TBD
% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD

Ethnicity and Gender - *% of Enrollment:*			
(As of October 31)	2007-08	2008-09	2009-10
American Indian or Alaska Native	0	0	0
Black or African American	0.3	0.7	0.7
Hispanic or Latino	99.2	98.7	97.8
Asian or Native Hawaiian/Other Pacific Isl.	0.1	0.1	0.4
White	0.4	0.6	0.6
Multi-racial			
Male	47.8	49.5	49.8
Female	52.2	50.5	50.2

2009-10 TITLE I STATUS

☑ Title I Schoolwide Program (SWP)	☐ Title I Targeted Assistance	☐ Non-Title I	
Years the School Received Title I Part A Funding:	☑ 2006-07	☑ 2007-08	☑ 2008-09	☑ 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: **Yes** ☐ **No** ☑	**If yes, area(s) of SURR identification:**	

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	
In Good Standing (IGS)	☑
Improvement Year 1	☐
Improvement Year 2	☐
Corrective Action (CA) - Year 1	☐
Corrective Action (CA) - Year 2	☐
Restructuring Year 1	☐
Restructuring Year 2	☐
Restructuring Advanced	☐

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		**Secondary Level**	
ELA:	Y	ELA:	
Math:	Y	Math:	
Science:	Y	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	**Elementary/Middle Level**			**Secondary Level**			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
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	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results - 2008-09		**Quality Review Results - 2008-09**	
Overall Letter Grade	A	**Overall Evaluation:**	
Overall Score	99.9	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9	Quality Statement 5: Monitor and Revise	

Key: AYP Status	**Key: Quality Review Score**
√ = Made AYP	Δ = Underdeveloped
$\sqrt{}^{SH}$ = 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
X* = Did Not Make AYP Due to Participation Rate Only	◊ = Outstanding

** = 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

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.
After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:
- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?
☐
Needs Assessment 2010-2011: LITERACY

Summary of Data Analysis/Findings – All Tested Students Grades 3, 4 and 5 in ELA:

Despite the growth in student performance, as measured by New York State Assessments over the past 4 years, the newly- corrected 2010 ELA scores indicate Limited English Proficient (LEP) students and Students with Disabilities (SWDs) are not meeting grade level standards. P.S.189's scores fell by approximately 30%, as compared to the previous year's scores.

Our intervention measures and strategic personnel assignments have created improvement in studens' progress, as documented on the NYC Progress Report 2009-2010. We continue to address the specific needs of Limited English Proficient Students (LEPs) and Students with Disabilities (SWDs), in relation to the new Common Core Standards by providing additional support services and targeted intervention.

* English as a Second Language (ESL) teachers and Academic Intervention Services (AIS) teachers are assigned to specific students, including Limited English Proficient Students (LEPs) and Students with Disabilities (SWD) during the literacy block, with shared responsibility for student performance. This organizational change has resulted in reduced class size across the grades, benefiting all students in all classrooms and providing more opportunities for student engagement and effective differentiated, small group instruction.

* Bilingual teachers and paraprofessionals are assigned to bilingual students to give additional language acquisition support beyond classroom core programs in Reading and Writing to impact student performance and progress.

* The administration has increased the number of Collaborative Team Teaching (CTT) classes to give additional instructional support to Students with Disabilities. We have CTT classes in Grades 5, 4, 3 and K.

* The administration and teachers work closely with both the School Assessment Team (SAT) and two psychologists from Morgan Stanley Children's Hospital of Columbia Presbyterian Hospital. The goal is to address the emotional and psychological needs of students and families. Curriculum,

instruction and formative assessments are being reviewed and revised to align with the New York State Standards and the Common Core State Standards

* * Emphasis is placed on analyzing student work samples, which helps staff, identify trends and patterns of student learning.

* Grade Professional Learning Teams (PLTs) identify best instructional practices, based upon student data, leading to modifications of teaching strategies and instructional plans.

* Participation in the New York City Core Assessment Pilot by nine (9) staff members and administration to identify best practices and assessments to promote higher student achievement for all students in ELA

An important sub-group in our school is Limited English Proficiency Students (LEPs). LEP students have historically under-performed on NYS ELA exams since they do not have sufficient skills to perform on grade level. We have allocated resources to give this sub-group additional support.

Summary of Data Analysis/Findings – Grades 3, 4 and 5 in ELA: Comparing LEP and English Proficient Students:

A review of the New York State Report Card data demonstrates a 20% drop in student performance on the English Language Arts Assessment in grades 3, 4 and 5 by Limited English Proficient (LEP) Students, comparing this year's 3rd, 4th, and 5th grade to results from last year's grades 3, 4, 5, This drop is in line with the adjustments of cut scores by New York State to align test results with national trends, as measured by the National Assessment of Educational Progress (NAEP). In 2009-2010, 30 more students scored in the Proficient range (86-116) on the New York State English as a Second Language Assessment Test (NYSESLAT).

Our LEP students need instructional time to master the higher standards and scoring levels as reflected on the New York Stare Report Card. There was a 22% drop from 2009 to 2010 for English Proficient Students (EPS). The greatest drop in achievement for both the LEP and EP students came in the 3rd grade. While the interventions we have in place have made a significant impact on student growth for our LEP and EP students in the 4th and 5th grades, the 3rd grade was unprepared for the new rigor required to meet standards. As a result, we need to review instructional practices and expectations in grades Kindergarten through Second grade. The following initiatives are in place to increase student achievement among LEP Students:

* Increased frequency of progress monitoring utilizing a uniform reading assessment benchmark kit

* Administration of Informal running records to assess reading level

* Increased conferencing with emphasis on collaborative goal setting and monitoring of reading goals

* Use of AUSSIE Reading Database (including Reading Behaviors Checklist and Running Record with Analysis) to assess individual students and identify focus areas of instruction in order to help them achieve higher reading levels

* All LEP students are required to attend Morning Tutoring, resulting in two (2) hours of additional instruction per week

* Administration has organized an after- school program for LEP students, providing more instructional time for reading and writing. The curriculum will stress increased listening, speaking, reading and writing skills needed for higher achievement on the NYSESLAT and ELA exams.

Summary of Data Analysis/Findings – Grades 3, 4 and 5 in ELA: Students with Disabilities

Students with Disabilities experienced the same drop in performance achievement as every other sub group. In 09-10 only 12% of the Students with Disabilities met standards, reflecting a 22% drop from the previous year. Again, performance in the 3rd grade was lower than the other cohorts. Historically, Students with Disabilities have underperformed their grade peer. We are aware that our special needs students did not meet the Annual Measurable Objective (AMO) set by New York State but we did meet the Safe Harbor criteria. Our goal is to continue making steady improvement for our most disabled students to get them on par with grade level expectations. The following interventions are expected to result in increased performance by Students with Disabilities:* Self-Contained students are mainstreamed into general education classes for the literacy block, totaling 10 periods per week

* Intervention paraprofessionals are scheduled to provide additional support to students in self contained classes

* Students receiving Special Education Teacher Support Services (SETSS) were also allocated intervention resources provided by an AIS teacher and /or English as a Second Language (ESL) teacher.

* Support staff gives additional instructional time to Students with Disabilities in reading and writing to promote higher academic achievement and progress.

* Teachers in 1Self Contained and 3CTT classrooms in the 3rd, 4th and 5th grades have been given professional development in the use of Smart board technology. The goal is to provide students with access to technology.

* All Special Education teachers have been given a weekly common prep to facilitate professional development on topics specific to their needs.

NYSESLAT (New York State English as a Second Language Achievement Test)

There was no correction by NY State to the NYSESLAT scores. Overall, LEP students scored higher on the NYSESLAT in 2010 than in previous years, in all components of the exam. The increase to Proficiency level was across all grades in all four (4) modalities. The 2008-2009 data indicated that our students scored the lowest in the Writing Strand. In the 2009-2010 school year there was a school-wide emphasize on writing skills through a structured writing program. This effort resulted in a significant increase in student performance. We will continue to monitor student growth and success in writing. The highly structured writing curriculum provided our LEPs and SWDs with the skills necessary to improve their performance in writing which in turn had a positive impact on their reading skills.

The following initiatives will be in place for the 2010-2011 school years:

* All students in the Morning Tutoring Program will receive instruction in the Step Up to Writing program, providing specific structures to support LEP students in writing. In addition, the instructional focus is non-fiction reading which aligns to the new common core state standards (CCSS).

* Our upper grade Professional Learning Teams (PLT) will monitor improvement of student writing over the course of the year. All students will show increased proficiency in critical thinking, as demonstrated through writing samples involving responses to prompts and measured by a uniform standard- bearing rubric.

* ESL teachers will provide uniformity of instruction, utilizing Step up to Writing within specified writing genres, such as: response to literature, personal narrative and informational writing.

* Additional resources are allocated to provide a greater range of book levels in second grade classrooms to match reading levels of 2nd grade students and support increased independent reading opportunities in ELA and across content areas.

MATH

Summary of Data Analysis/Findings –Grades 3, 4 and 5 in MATH: All Tested Students

Based upon the adjusted NY State scores we experienced a correction of about 30% in our Math scores. The biggest drop in scores occurred in the 3rd grade with only 27% of students meeting the grade standard. While we have measured student progress via scale scores, we must be able to meet the New York State grade standards and ensure our students succeed, as measured by national standards.

The following steps have been taken to prepare students to meet the new Mathematics Common Core State Standards.

Math Performance of LEPs

Our Limited English Proficient students (LEPs), scored lower than our LEP students last year compared to last year's. Analysis of the data indicates the strand of Number Sense and Operations is where most LEP students need additional support. The implication is we must analyze our curriculum in all grades to ensure student mastery of this fundamental strand, as well as other math concepts and develop formative assessments to measure mastery.

Math Performance of Students with Disabilities (SWD)

Students with Disabilities (SWD) also experienced a significant drop in performance with low performance in the strand of Number Sense and Operation. The implication is we must analyze our curriculum in all grades to ensure student mastery of this fundamental strand, as well as other math concepts and develop formative assessments to measure mastery.

* Curriculum, instruction and formative assessments are being reviewed and revised to align with the New York State Standards and the Common Core State Standards.

* Addition of an extra math period each week for 3rd, 4th and 5th grade students to increase instructional time.

* * Implementation of Math Exemplars in grades one through five, as instructional models and common formative assessments across the grades.

* Instruction and coaching delivered by Bilingual Math Coach for bilingual students in grades 3-5

* Implementation of "Challenge Math" for the second through the fifth grade students to promote automaticity of math facts in addition and multiplication

Learning Environment Survey Report 2009-2010

Review of Learning Environment Survey participation indicates that more parents completed the survey in 2009-2010 than in previous years. We will continue to offer parents opportunities to complete the survey with Parent Association assistance and the availability of computers to parents in the school. The effort of our Parent Coordinator and the Parents Association to inform parents and

increase parent participation in the survey was a successful collaboration which we will continue next year.

Progress Report Findings: 2009-2010

The school retained its rating of A on the 2009-2010 Progress Report. Even though we experienced about a 30% correction in the ELA and Math scores our students still showed progress and we maintained a high rating among New York City Elementary Public Schools. We received additional credit in closing the achievement gap among the Lowest One Third, Self Contained Students and LEP students in both ELA and Mathematics. After assessing our performance and progress results, the following practices will be implemented and revised as data indicates:

* Track student progress in reading using Benchmark Assessment Kit 4 times a year.

* Administer formative assessments, such as; running records and holistic assessments every 4-6 weeks to assess student performance and growth

* Provide differentiated professional development as determined by student needs, staff proficiency and teacher feedback. The focus for this professional development is on best practices for ELL and SWD instruction.

* Promote increased student achievement in reading by analyzing the number and level of books read and standards based student responses to literature for all first and second graders.

* Administration and Teachers will continue to refine curriculum maps to reflect new Common Core Standards, critical thinking skills, rigorous tasks and rubric supported assessments.

* Continue emphasis on student growth in critical analysis and thinking skills as measured in writing against a standards based grade specific rubric.

* Accurately assess student performance in math through the use of Math Exemplars

Trends in Student Performance

For the 2009-2010 school year, P.S.189 achieved School in Good Standing status on the New York State Accountability Report Card in Math for all sub-groups and in ELA, LEP students and SWD did not achieve the state Adequate Yearly Progress (AYP). On the NYC Progress Report, we received an A, performing in the 62nd percentile among all NYC Elementary Schools. The entire school community is committed to restoring student performance.

The progress our students made in English Language Arts (ELA) and Mathematics reflects our commitment to planning and developing a rigorous curriculum that meets the needs of our diverse learners. Administrators and teachers continue to collaborate to ensure the implementation of high impact, quality practices supported by data analysis, monitoring trends in student learning and revision to meet individual needs.

Based upon the analysis of the quantitative data in the NYC Progress Report, NYS Accountability Report Card and school assessments we must continue to address the instructional challenges that our diverse population present. In recent years we made strides in meeting city and state performance and progress goals and we will continue to allocate resources and evaluate practices that will result in increased student outcomes. Our emphasis will continue to focus on the standards- based educational needs of LEP students and Students with Disabilities, while maintaining standards-based instruction that challenges our entire student population. We recognize the importance of parent

support and participation in the academic success of all students and will continue to foster and maintain home school connections.

Greatest Accomplishments

* We have greatly reduced the number of students participating in our pull out SETSS program, replacing it with Collaborative Team Teaching and a push-in SETSS model. This organizational change has resulted in increased student progress and performance as well as enhanced social and emotional development, especially among our male students in the upper grades.

* We have equipped all of our 4th and 5th grade classrooms including CTT classrooms, and r Self Contained classrooms with Smart Technology to promote student motivation, engagement and integration of 21st century skills into the curriculum.

* 90% of our teachers are engaged in PLTs which are dedicated to the advancement of student learning through best instructional practices.

* In social studies and science, a rotating cycle of instruction results in greater depth of unit topics. Units of study culminate with authentic performance and project based assessment.* Resources have been allocated to support a Morning Tutoring Program for every third, fourth and fifth grade student as well as at risk second and first grade students. This program change ensures an additional two (2) hours of instruction each week

* Expansion of dance program to include all first grade students to develop movement, language and performance skills.

* We provide a wide-range of enrichment activities to create a well-balanced learning environment including opportunities in music, art, technology and recreation, such as: The Technology Club, Chess Club, Band, Steel Drum Band, Recorders, Strings, National Dance Institute, Ballroom Dancing, Art Club and Tae-Kwon-Do.

Significant Aids/Barriers to improvement

Barriers include the following:

* The challenge for our staff to accurately identify and effectively meet the diverse needs of our ELL and SWD populations.

* The challenge of identifying and allocating resources, personnel, time and money, to develop and refine curriculum maps which reflect higher state performance standards, as per the CCSS.

* * The lack of adequate funding to hire highly qualified pedagogues to deliver academic intervention services to at risk students and to accelerate and challenge high performing students

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.*

Annual Goal	Short Description
☐Goal 1: To increase reading progress of 1st and 2nd grade students by more than one year.	☐ By June 2011, 30% of all 1st and 2nd grade students will make more than one year's progress in reading as measured by Fountas and Pinnel Reading Levels and Standards Based Fluency/Comprehension Rubric for Early Readers. [51 first grade students out of 170 students and 54 second grade students out of 180 students] [AUSSIE Database Assessment measuring Early Reading Behaviors]
☐Goal 2: Teachers will develop rigorous, standards based tasks in Mathematics for students in Kindergarten through Fifth Grades.	☐During the 2010-2011 school year teachers in grades K through 5 will develop two (2) grade specific mathematical tasks aligned to the new College and Career Readiness Anchor Standards (CCR).
☐Goal 3: Students in grades Three, Four and Five will show an increased ability to think critically as demonstrated in their writing.	☐ By June 2011 there will be a 40% increase in critical thinking as demonstrated through writing among all Third, Fourth and Fifth Grade students as measured by a school developed writing rubric aligned to the College and Career Readiness Anchor and Grade Specific Standards.(CCRS) [Standards based rubric consisting of a four item criteria (meaning, development, organization and language use) with five levels of proficiency] [3rd grade, 67 out of 168 students, Fourth grade, 72 out of 181 students, Fifth grade, 54 out of 135 students]
☐Goal 4: To increase positive student interaction during lunch time	☐ By June 2011, 60 % of the second through fifth grade students (777 out of 1036 students) will report lunch time as a safe and respectful environment as measured by a student made survey. (Survey written by Student Council, Safety Patrol and Recycling

	Teams)

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) : **Reading**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	☐Goal 1: To increase reading progress of 1st and 2nd grade students by more than one year.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐ **Use of Data:** * Establish a data base and reading level targets for each student to exceed one year's progress. * RPI – Reading Progress Indicator, Pre and Post assessment (2nd Grade) * Benchmark Running Record Assessment * DIBELS Data, Dynamic Indicator of Basic Early Literacy Skills (1st grade) **Professional Development:** * Teachers will receive support from the literacy coach, consultant and supervisors in the following areas: * Instruction in use of AUSSIE Database and Early Reading Fluency/Comprehension Rubric * planning guided reading lessons to accelerate student reading **Curriculum:** * employing a balanced literacy program five days a week that includes: guided reading, strategy lessons, vocabulary, word study, and independent reading from September 2010 to June 2011

	* reading conferences by classroom teachers with individual students once a month and with English Language Learners, Students with disabilities and students in the lowest 1/3 every two (2) weeks **Personal Leadership:** * Principal and administration will participate in professional development using Early Reading Fluency/Comprehension Rubric
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	☐**Use of Resources:** * Demonstration, modeling and debrief time with individual teachers to refine best teaching practices by consultant, coach and supervisors. * Use of Early Reading Fluency/Comprehension Rubric (Sept. 2010 –June 2011) * Use of leveled libraries to provide appropriate independent reading books (on-going) * Organizing Tiger Day with Community Based Organization (CBO), LINC, to celebrate student success
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐ * Students will make on average between 4 and 6 jumps in reading levels to exceed one year's growth in reading levels (See chart below)

Grade	Level
K	A, B, C , D
1	D, E, F, G, H , I, J
2	J, K, L, M
3	M, N, O, P, Q
4	Q, R, S,
5	S, T

Grade	Qty of levels to progress if at Grade level Approx. 1 year growth	Qty of levels to progress if below Grade level Approx. 1.5 year growth
K	4	N/A
1	7	10
2	4	6

3	5	7
4	3	5
5	3	5

* Administrators and staff will conduct Instructional Rounds and provide written feedback to staff.
* Teachers will use Early Reading Fluency/Comprehension Rubric to assess student achievement. (four times a year)
* Parents will receive report on student's progress on the Early Reading Fluency/Comprehension Rubric
* Read-a-Thon in March, Tiger Day, celebrating student success in accelerating student reading

Evidence to verify the achievement of the goal:
* Database with students' beginning Fountas and Pinnel Reading Levels as measured in Benchmark Assessment Kit
* E.R.F/C.R. data base results

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	☐Goal 2: Teachers will develop rigorous, standards based tasks in Mathematics for students in Kindergarten through Fifth Grades.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐ **Use of Data:** * 2010 NYS Mathematics Exam Results * Standard bearing rubric to assess student work * School Report Card Data * NYC Progress Report **Professional Development:**

	* Teacher Professional Learning Teams will become fluent in the new CCR Grade Specific Standards and Practices in Mathematics * PLT members will analyze student results on state and unit exams * Specific grade Professional learning Teams (PLT) will design grade level tasks aligned to Common Core Standards * The math Coach will work collaboratively with teachers and supervisors to design lessons which engage, motivate and address mathematical practices that are challenging, reflect standards and lead to strong student outcomes. **Curriculum:** * Exemplars in Mathematics * Everyday Mathematics * Common grade assessments aligned to the CCR Standards
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	☐ **Use of Resources:** * Professional Learning Teams meet collaboratively during common planning periods. **Personal Leadership:** * Supervisors will become fluent in new CCR Mathematics Standards * Supervisors will work within grade PLT to develop uniform grade level assessments aligned to the CCR Standards * Supervisors will work collaboratively to design challenging and rigorous tasks
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐Grade level mathematic tasks which are aligned to the CCR Standards

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	☐Goal 3: Students in grades Three, Four and Five will show an increased ability to think critically as demonstrated in their writing.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐ **Use of Data:** * 2010 NYS ELA Exam Results * NYC Progress Report * 2010 NYSESLAT Results for English Language Learners (ELL) * 2010 Student outcomes in performance on school created Standards Based Rubric * School developed Interim Writing Assessments **Professional Development:** * Professional Development focused on aligning existing rubric, curriculum maps and assessments to CCR standards * Provide staff with exposure and develop expertise in CCR Standards * PLT will collaboratively develop a student checklist aligned to the Grade Specific Standards focusing on key Writing and Reading standards based on student needs * Consultant will meet with grade teams to provide additional support and feedback on classroom practice **Curriculum:** * Refine grade curriculum maps for English Language Arts to CCR Standards * Grade units of study in writing will focus on text types, purpose and audience in a range of writing including fiction and non-fiction * Application of critical thinking (Meaning) as demonstrated in response to literature based on grade Book Clubs
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	☐ **Use of Resources:** * Professional Learning Teams meet collaboratively during common planning periods * Allocation of resources to purchase supplemental reading materials; including, current events magazines, trade books and technology * Per diem coverage for inter-visitation and off site professional development **Personal Leadership:**

	* Supervisors will become fluent in new CCR ELA Anchor and grade Standards * Supervisors will work within grade level PLT to develop student rubric, checklist and rigorous uniform grade level assessments aligned to the CCR Standards * Supervisors will work collaboratively to design challenging and rigorous tasks * Supervisors will make pro-active and strategic performance evaluations based upon student growth over time and provide personalized professional development and support
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐* Class rubric tracking summary sheets * Refined curriculum map and standards based rubric * Student checklist targeting key Grade Specific Standards

Subject Area (where relevant) : **School Culture**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	☐Goal 4: To increase positive student interaction during lunch time
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐ **Use of Data:** * 2009-2010 NYC School Survey (Safety and Respect) * Review of OORS Reports **Professional Development:** * Monthly training meetings of School Aides * Guidance Counselors incorporating positive behavior strategies **Curriculum:** * Seasons of Peace Curriculum * Respect for All training

	* Student-made video to reinforce positive social interaction
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	☐ **Use of Resources:** * Games * Assignment of key personnel during breakfast and lunch time * Assemblies * Technology **Personal Leadership:** * Supervisors will conduct assemblies to train students in conflict resolution * Implement positive behavior modification system
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐* Student- made survey results * 2010-2011 NYC School Report

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	19		N/A	N/A	26			
1	36		N/A	N/A	32			
2	92	23	N/A	N/A	46			
3	153	153	N/A	N/A	2	1	1	
4	150	150	150	150	8	1	1	
5	109	109		**109**	12			
6								
7								
8								
9								
10								
11								
12								

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

o 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.

o 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.

o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	☐Intervention programs for ELA provide high quality, standards based, instructional materials that help to address the diverse needs of our struggling readers. Grades K and 1 at-risk students receive small group instruction using Harcourt Intervention focusing on phonics and phonemic awareness. Grade 2 students receive vocabulary development which supports decoding, fluency, and writing. Grade 3-5 students receive small group instruction using programs such as Harcourt Intervention, Comprehension Strategies, Guided Reading and Conferencing focusing on using comprehension strategies to teach higher order thinking skills, with a particular focus on non-fiction text. Paraprofessionals work with small groups in grades 1-5 to provide intense academic intervention. All ELA AIS Services are provided during the school day including the Morning Tutoring Program.
Mathematics:	☐Students identified as being at-risk are instructed in small groups using instructional approaches such as guided math and Conferencing. Elements from programs such as McGraw Hill Mathematics, Math Steps, Everyday Math are used during the school day to help students achieve grade-level proficiency in all skill areas of mathematics. The priority for the 2010-2011 school year is to target the comprehension of content material through writing. At-risk students are being instructed by their classroom teachers in small groups, guided math and conferencing. These strategies support the students' abilities to demonstrate their understanding in the written form. Paraprofessionals work with small groups in grades 2.-5 to provide intense academic intervention. All Math AIS Services are provided in the Morning Tutoring Program.
Science:	☐Teachers use the English Language Learners materials from the Harcourt program as well as FOSS and Scott Foresman materials that are aligned to the units of study. Paraprofessionals work with small groups in grades 3-5 to provide intense academic intervention. All Science AIS Services are provided during the school day including the Morning Tutoring Program.
Social Studies:	☐Grades four and five teachers use, Doing History: A Strategic Guide to Document-Based Questions, as a resource which is aligned to the New York State Standards. Teachers teach content to prepare students to meet grade level expectation. Paraprofessionals work with small groups in grades 2-5 to provide intense academic intervention. All Social Studies AIS Services are provided in the Morning Tutoring Program.

At-risk Services Provided by the Guidance Counselor:	☐Identified at-risk students are provided with strategies on issues such as Anger Management, Emotional and Social Issues, Bullying and Enhancing Self-esteem. Students are seen in small groups as well as individually during the school day. Parent contact provides a home-school connection to support the strategies that are taught to the students.
At-risk Services Provided by the School Psychologist:	☐The school psychologist who is a member of the School Assessment Team (SAT) councels two to four students on an as need basis for short duration of time. This is usually the result of receiving special education services. In addition, we have a psychologist from Morgan Stanley Children's Hospital at Columbia Presbyterian Hospital who is school based and works with fifteen to twenty students and their parents to address significant emotional needs.
At-risk Services Provided by the Social Worker:	☐The social worker councels two to four students and their parents as a result of special education referral Counseling provided to approximately four students a year. Duration of the counseling is for no more than 4 visits.
At-risk Health-related Services:	☐At this time we do not provide Health Related Services.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

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)
PK, K, 1, 2, 3, 4, and 5

Number of Students to be Served:
LEP 442
Non-LEP 639

Number of Teachers 81
Other Staff (Specify) 4 PRINCIPALS/ASSIST. PRIN., 2 SCHOOL SECT., 2 GUID. COUNSELORS, 1 SOCIAL WKR, 1 PARENT COORD., 1 SCHOOL BUSINESS MNGR., 2 FAMILY WKR., 1 SAPIS WKR., 4 SBST, 14 PARAS, 12 SCHOOL AIDES
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.

☐
Type of Programs; Number of Students Served; Grade Levels:

P.S. 189M has 1,081 students in our Kindergarten through fifth grade classes. 444 of our student population are considered English Language Learners. This accounts for 41% of our school population. Ninety-nine percent of our ELL students' home language is Spanish, therefore our bilingual classes are English and Spanish. 107 of our 444 ELL students are new admits as of Fall 2010, identified per the ELL identification process and LABR. 81 of these newly admitted ELL students are in Kindergarten, 26 newly admitted ELL students are First through Fifth grades. Our students either are serviced in transitional bilingual education program or an ESL Self-Contained or Push-In program during our 7 period day.

Kindergarten

In Kindergarten we have 83 ELLs. Kindergarten has 2 Bilingual classes, servicing a total of 45 students; 1 Special Education Class servicing 6 students; 32 ELL students are serviced in our push-in ESL Program. This September, out of the students 32 students who parents' requested ESL, one student's home language is Chinese, one student's home language is Arabic. The remaining 30 students' home language is Spanish. 24 of these 30 students were in Pre-K programs where the instruction was in English and the students scored advanced on the LAB-R. The parents voiced that they would like for their children to continue with the same instructional practice that they had in Pre-K, therefore choosing to have their child's instruction in all English and participate in the ESL program.

First Grade

There are 81 ELLs in First Grade. There are 2 bilingual First Grade classes, servicing a total of 28 students; 1 Self-Contained ESL class, servicing 24 ELL students, 4 students in a bilingual special education class, 5 students in a monolingual special education class and 15 of ELL students in regular monolingual classes serviced by our push-in ESL program.

Second Grade

There are 86 ELLs in Second Grade. There are 2 Bilingual Second Grade classes, servicing a total 37 students; 5 ELL students in a bilingual special education class; 2 ELLs in a monolingual special education class and 47students in regular monolingual classes serviced in our push-in ESL program.

Third Grade

There are 67 ELL students in Third Grade. There is 1 Bilingual Third Grade class, servicing 18 students. 2 ELLs are in a bilingual special education class. We have one class in Third grade that is departmentalized, with the Teacher certified in ESL. 34 of the students in these three classes are ELLS and therefore are serviced by this ESL Teacher. 1 ELL is in a monolingual special education class and 12 students are serviced in our push-in ESL program.

Fourth Grade

There are 80 ELLs in Fourth Grade. 16 students are in the 4th Grade Bilingual class. 1 ELL student is in a bilingual special education class. 13 ELLs are in a self-contained ESL class. 3 ELLs are in a monolingual special education class and 47 ELL students are serviced in our ESL push-in program.

Fifth Grade

There are 46 ELLs in Fifth grade. 16 students are in the 5th Grade bilingual class. 3 ELLs are in a bilingual special education class. 5 ELLs are in a monolingual special education class and 22 ELL students are serviced in our push-in ESL program.

Special Education Classes

As noted in the numbers above, included in our ELL population, there are four Bilingual Special Education Classes in our school and two Monolingual Special Education Classes. There is one Kindergarten Bilingual Special Education Self-Contained Class servicing 6 students, one K-2 Bilingual Special Education Self-Contained Class servicing 9 students. There is one Bilingual Special Education Self-Contained 3-5 Class, servicing 6 ELL students. There is one Monolingual Special Education 3-5 class with 9 ELL students. There is one Monolingual Special Education Self-Contained Class for grades First and Second, with 7 ELL students. All students receive students as indicated per their IEP.

Languages of Instruction

According to our school's Home Language Report, 86% of our students' Home Language is Spanish, 13% English, .6% Arabic, .1% French-Haitian Creole, .1% Bengali, .1% Mandarin, .1% Korean. Therefore, the predominant language group of all students in our school is Spanish and our Bilingual Classes are instruction in English and Spanish.

Rationale for the Selection of Program/Activities

The rationale for the Selection of our Transitional Bilingual Program or ESL Program are the Parent's Choice and students' LABR and NYSESLAT scores and. Parents are informed of all the program choices. The students' scores on the LABR and NYSESLAT are communicated to the parents. Parents select the program that will be most beneficial to their child.

Our instructional model focuses on balanced literacy and balanced mathematics and is in alignment with the New York City and New York State Native Language Arts, English as a Second language, and National Council of Teachers of Mathematics Standards. Licensed ESL teachers deliver ESL instruction to ELL students in monolingual classes. These teachers push in during balanced literacy, writing and content area instructional time and support classroom instruction. Students are seen in small differentiated groups based upon their proficiency levels. For the ESL component of the program we use Moving Into English by Harcourt in grades K-5. Our school's Harcourt/Trophies curriculum instruction is designed to meet the needs of English-language learners. The English Language Learners Resource Kit builds background, vocabulary and concepts, academic language, comprehension and language arts. Trophies provides a complete assessment program, with instruments for entry-level assessment, monitoring of progress, and summative assessment.

All students in grades K-3 TB classes participate in the Reading First initiative, which is based upon scientifically research based instructional practices. The instructional practices that support balanced literacy include whole class and small groups, word study, read aloud, guided reading, shared reading and accountable talk, modeled writing, and guided writing and strategy lessons. There is an emphasis on frequent formal and informal assessments in the native language, Spanish, as well as English.

Students are assessed using EL-SOL, E-CLAS-2, DIBELS, IDEL, running records and Trofeos unit tests. In grades 4 and 5 students receive native language instruction in literacy using Harcourt Trofeos and units of study from Accelerated Literacy in writing. All students in grades K-5 TB classes receive instruction in Everyday Mathematics in Spanish. The content areas of Social Studies and Science are presented to the children in English using ESL methodologies.

Times Per Day/Week

Administration has focused on ensuring that ESL instruction is delivered to all ELL students in each model. Our ELL students are fully serviced. Our Beginning and Intermediate students receive 360 minutes a week ESL Instruction. Our advanced students receive 180 minutes per week. ESL instruction is during balanced literacy, writing and content area instructional time throughout the day in monolingual classes. In TB classes there is one 50 minute ESL period a day. ESL instruction is also taught within the frame of science and social studies content areas as deemed by grade level and curriculum.

Explicit ELA instruction is delivered to all ELL students. ELLs in monolingual classes participate in a daily 90 minute literacy block. Advanced ELL students in TB classes receive 45 minutes daily in ELA.

Explicit NLA is delivered in our TB classes. Beginners and Intermediate students receive 90 minutes daily of NLA instruction. Advanced students in our bilingual classes receive 45 minutes of NLA instruction.

Content Area Instruction is delivered in Spanish in the TB classes. The students' instruction in science and social is taught in cycles. The first cycle is social studies, the second cycle is science. In addition, ESL instruction is provided within the contextual frame of science and social studies as deemed by grade level and curriculum.

Program Duration

ELLs (3 years or less)

Currently 360 ELLs have three or less years of service. 173 of these students are in Bilingual classes, 7 of which are SIFE students. 18 of these students are in bilingual special education classes. 188 of the ELLs are in the ESL program, 11 of these students are in monolingual special education classes and receive services per their IEP.

ELLs (4-6 years)

82 of our ELLs have 4-6 years of service. Two of these 82 students are in a Bilingual Special Education Class. 80 of these students are in the ESL program, 7 of which are in monolingual special education classes. These ELLs have been placed and receive services according to their respective IEPs.

Long-Term ELLs

There is 1 long-term ELL with 7 years of service. The student is in a bilingual special education class.

Service Provider and Qualifications

There are 8 Teachers certified in ESL in our school. There are 15 Teachers certified in Spanish Bilingual Education. The ESL teachers on staff are certified in ESL. All the teachers in the TBE classes possess a Bilingual Common Branch license. Our Teachers are highly qualified. The teachers demonstrate strong academic language proficiency in English and Spanish. Teacher certifications and licenses are on file. All teachers continue to receive professional development opportunities through the LSO as well as school initiatives in content and pedagogy.

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.

☐
The following Professional Development plan is in place for our teaching staff to support ELL performance:
- Understanding By Design Curriculum Mapping in all grades; aligning Common Core Standards with the curriculum
- Aligning reading and writing standards to conceptual writing units
- AUSSIE Consultant in Balanced Literacy in K-5
- Professional Learning Team inquiry focus on Writing Instruction through a systematic process supported by Baseline Assessment and Step Up to Writing
- Teacher support and feedback in Guided Reading and Writing
- Literacy and Math coaches to support bilingual teachers
- Professional learning teams focus on systematic vocabulary instruction
- Professional learning team focus on student engagement, rigorous instruction, and goal setting
- Reading First Coach for K-3 teachers
- Literacy Coach for 3-5 teachers

Our staff receives the minimum 7.5 hours in ELL specific professional development in the following areas to facilitate differentiated instruction: conferencing in reading and writing, guided reading, student engagement, vocabulary and writing instruction. In addition our special education teachers attended professional development in IEP goal writing.

Section III. Title III Budget

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School: PS 189M, (06M189)
BEDS Code: 310600010189

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	12472.50	☐ INSTRUCTIONAL COMPONENT ELL Academy (4 Tchrs X 25 Sessions X 2hrs Per Session 200 hrs total @ $49.89 Ph) TOTAL $9,978.00 PROFESSIONAL DEVELOPMENT COMPONENT ESL study Intermediate group (5 Tchrs X 5 Sessions X 2hrs Per Session 50 hrs total @ $49.89 Ph) TOTAL $2,494.50
Purchased services - High quality staff and curriculum development contracts	8599.70	☐ PARENT LITERACY PROGRAM Book making workshop from an actual publisher, workshop provided by FLAME co. TOTAL $ 8,599.70
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	15722.20	☐ OTPS SUPPLIES, TRAVEL and PARENTAL INVOLVEMENT NYSESLAT test prep, professional books and Books for ESL and Bilingual students. (obj 0130)

		TOTAL $7,956.80 Classroom libraries TOTAL $ 5,565.40 Supplies for Parent Workshops, Arts and Crafts, FLAME co. (obj 0489) TOTAL $2,200.00
Educational Software (Object Code 199)	0	☐N/A
Travel	0	☐N/A
Other	39245.60	☐ INSTRUCTIONAL COMPONENT 20% of two ESL teacher salaries, to service high level 2 and low level 3 ELL students to ensure students make 1 year progress TOTAL $39,245.60 ($19,622.80 X 2)
TOTAL	**76040**	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.☐Our school determines the primary language spoken by each parent at registration. Parent complete an Emergency Contact Card that includes health information, a Parent Questionnaire that asks languages spoken at home and parents place of birth, The Parent/Guardian Student Ethnic Identification Form (PSE), Home Language Survey (HLIS) and a Parent Survey that clarifies in which language they would like to receive correspondence. All of these forms and surveys inform us of the languages spoken by our parents and our subsequent translation needs. This information is entered in ATS and used to ensure that our parent's translation needs are fulfilled appropriately. We have also implemented a new automated system for communication between the school and the parents called School Messenger. It will inform parents of student lateness's, absences, school events and emergencies.

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.☐Our findings show us that ninety-eight percent of our students come from Hispanic descent and the language of the majority of our parents is Spanish. Our other students have a parent at home that speaks English. Therefore all of our correspondence is in Spanish and English. Teachers are informed of the home language of their students and are provided translators as needed for communication. We have translators available in Spanish at parent-teacher conferences. Our office staff is bilingual Spanish and English.

Part B: Strategies and Activities

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

☐All of our parent correspondences are bilingual Spanish/ English; this includes and is not limited to, the principal's newsletter, parent notices (including a translated version of the Bill of Parent Rights and Responsibilities, PS 189M School Compact, Discipline Code - Bill of Student Rights and Responsibilities), report cards, interim progress reports, home-school connections in literacy and math, and calendars. The CEP

is translated into Spanish and soon to be posted on the school website. Spanish documents provided to us by the City of New York Department of Education are translated by the Department of Education. We order these documents from the Department of Education or download them from the internet. If needed, the translation is done by in-house school staff in a timely fashion. Signs in our school are in English and Spanish, including our safety plan procedures. There is a sign in the main lobby, main office and guidance counselor offices that states parents' rights to translation services.

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.

☐Our office personnel, parent workers, guidance, and two Assistant Principals speak Spanish. Our staff provides our oral interpretation services. Our staff is available and accessible for interpretation services at one-to one and group meetings. Our Spanish speaking teachers, para-professionals and counselors are available for translations when needed; i.e. parent- teacher conferences in the Fall and Spring and through out the year when non Spanish speaking teachers need to meet with Spanish speaking parents. Our parent workshops, orientations, and PTA meetings are conducted in both Spanish and English.

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.

☐All of our parent correspondences are bilingual Spanish/ English; this includes and is not limited to, the principal's newsletter, parent notices (including a translated version of the Bill of Parent Rights and Responsibilities, PS 189M School Compact, Discipline Code - Bill of Student Rights and Responsibilities), report cards, interim progress reports, home-school connections in literacy and math, and calendars. The CEP is translated into Spanish and soon to be posted on the school website. Spanish documents provided to us by the City of New York Department of Education are translated by the Department of Education. We order these documents from the Department of Education or download them from the internet. If needed, the translation is done by in-house school staff in a timely fashion. Signs in our school are in English and Spanish, including our safety plan procedures. There is a sign in the main lobby, main office and guidance counselor offices that states parents' rights to translation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	1148749	75370	1224119
2. Enter the anticipated 1% set-aside for Parent Involvement:	11487		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	57438	*	
4. Enter the anticipated 10% set-aside for Professional Development:	114875	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 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.
N/A

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

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

☐**Parent Involvement Policy**

2010-2011

I. General Expectations:

P.S.189M agrees to implement the following statutory requirement:

• Parents will discuss and vote upon programs and activities that the parent body wishes to participate in to address the academic performance of their students.

• Parents will participate in writing and ratifying the Parent Compact. All parents will receive a copy of the Compact and agree to its contents.

• The Parental Involvement Policy will be part of our school improvement plan with responsibilities of the school and parents clearly delineated.

• All communication and plans will be presented to parents in clear and easy to understand language. Parents will receive information in their home language with opportunities to question and clarify all concerns. Any necessary accommodations will be made to provide all parents with access to school data and plans.

• All P.S.189M parents will be involved in discussion and voting of how to allocate the funds of Title 1 funds for parental involvement.

Parental Involvement and meaningful communication will be implemented in the following ways:

• Parents will be informed of all test data and student academic progress through Parent Conferences three times a year and individual conferences on student progress as necessary.

• Parents are encouraged to participate in Parent Leader Volunteer program and participate in PTA and SLT meetings.

• Parents will fully participate in the decision making process which affects their child's academic performance through PTA, PTA Executive Board and the SLT.

• Parents will be fully informed and given access to the NYS Parental Information and Resource Center.

II. Description of How P.S.189M will implement required Parental Involvement Policy Components

P.S. 189M will take the following actions to involve parents in the development of the School Parental Involvement Plan:

• Input by parents on the School Leadership Team

• Input by parents on the School Executive Committee

• Input by focus group on each grade

• Parental needs assessment disseminated to all parents

• Open discussion at PTA meetings

P.S. 189M will take the following actions to involve parents in the process of school review and improvement:

• Dissemination of the School Report Card

• Dissemination of Terra DIBELS Exam

• Report to parents on student academic progress by grade cohort on Reading First assessments in a PTA forum

• Parents participate on school walkthrough team to inform them of teaching and learning process in the classrooms

P.S. 189M will provide the following support and technical assistance in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

• Access and training to navigate internet websites to view individual and school progress reports

• Parent Coordinator to facilitate communication regarding student progress and parental involvement with individual parents

• Computer workshop to teach parents how to access information on the internet

• Regional and State School Leadership Team experts to address parents and administrators on improving Parental Involvement which impacts student and school achievement

• Parent Coordinator to attend city and state meetings targeting title 1 Restructured Schools in need of School Improvement

P.S. 189M will coordinate and integrate SWP Title 1 Parental Involvement strategies with established programs such as: Reading First, Reading Rescue P.S. 189M Pre-K and Fort George Pre – K program

• On Going parent workshops on the five strands of the Reading First Curriculum as identified by the National Reading Panel

• Parents will participate in activities which they can replicate at home to support the academic achievement of their children.

• Pre-K parents from feeder programs will be invited to participate in workshops by Literacy and Math Coaches which will include activities which they can replicate at home to support the academic achievement of their children

P.S. 189M will take the following actions to conduct an annual evaluation of the effectiveness of Parental Involvement Policy and activities:

• All meetings held in a barrier free location with translation in home language for parents

• The translated policy will be discussed and reviewed by the SLT members, Executive PTA Council and in a general PTA meeting.

• To assess effectiveness of activities attendance will be taken and a feedback form given to parents after the presentation.

• The Parent Coordinator will reach out to parents to raise the level of participation in school activities and workshops

• Meetings and workshops will be conducted in morning, evening and Saturdays to encourage maximum parental participation.

• Raffles will be advertised and included in workshops to maximize participation

• At the end of the year parents will evaluate workshop effectiveness, effectiveness of our parental policy through surveys, focus groups, parental participation as measured by attendance and feedback.

P.S.189M will build the schools and parents' capacity for strong parental involvement through:

• Parent workshops describing the NYS Grade Standards in ELA and Math

• Progress monitoring, conferences

• Participation by parent leaders in the UFT Conference

• Participation in Regional SLT Meetings

• Technology training to facilitate access to state and educational websites

• Workshops in Math and Reading by Grade level interest

• Office staff and parent coordinator will be trained to communicate in an open respectful manner with parents to build ensure equality and equity in communication

• Reach out to feeder pre-k programs and CBO's to offer parents information and training to improve student achievement and parental involvement.

• All communication will be sent in English and parents' home language in a clear and easily understandable format such as: letters, newsletters, flyers and calendars

III. Discretionary School Parental Involvement Policy and Components:

Additional activities to maximize parental involvement:

• Pay reasonable costs for transportation and childcare to maximize parental participation

• Continue our relationships with CBO's, New Horizons and Washington Heights-Inwood Coalition to provide after school opportunities in academic, homework and recreational programs

• Offer Supplemental Educational Services at P.S.189M to ensure convenience to our parents and students

• Hold Open house fairs for SES providers so parents can make informed decisions regarding program selection

• Parent voice in deciding which providers should be housed at P.S.189M

• Conducting meetings during the day and the evening to maximize parental participation.

IV. This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in School Wide Projects Title 1school, as evidence by School Leadership Team signatures and PTA Executive Board signatures. This policy was adopted by P.S.189M and will be in effect for a period of one year. The school will distribute this policy to all P.S.189M parents, School Wide Programs Title 1 school, on or before November 30.

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

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

☐**Parent School Compact**

2010-2011

P.S.189M will:

1. Provide high-quality curriculum and instruction in a supportive learning environment that enables students to meet the New York State's student academic achievement standards by:

   a. Implementing a scientifically research based reading curriculum, Reading First.

   b. Adherence to NYC Core Curriculum in Reading, Math, Writing, Science and Social Studies

   c. Teaching staff that meet the Highly-Qualified NYS requirements

   d. Availability of Guidance Counselors, staff and family workers to support families and students in meeting state standards.

   e. Availability of Parent Coordinator to act as liaison between the school and parents

2. Parent Teacher Conferences in November and March to discuss student performance, review student portfolios and assessments.

3. Provide parents with individual student performance reports in Math, Reading and any other reported assessment.

4. Distribute quarterly Report Cards to parents at Parent Teacher Conference Days. Notify parents in a January Conference if child is Promotion in Doubt.

5. Request additional meetings with the parent if the child is not making adequate progress during the year

6. Encourage and train parents to become a Literacy Leader Volunteer in classrooms. Encourage parents to attend Open School Week in November, attend class celebrations and school concert events.

7. Encourage parents to participate in PTA committees and offer feedback on the school program and Parent Programs Survey.

8. Schedule convenient meetings to discuss our use of School Wide Programs funds and implications in the school program

9. Provide parent-friendly letters to our parents in their home languages.

10. Conduct annual meetings reporting our NCLB status and Yearly School Report Card.

11. Notify parents if their child has received instruction for more than four (4) consecutive weeks by a teacher who is not highly qualified and holding NYS certification.

We, as PS 189M parents, will support our children's academic progress in the following ways:

1. Daily punctual attendance

2. Child prepared with required school materials

3. Child's physical and mental well being is nurtured

4. Homework will be monitored daily

5. Immunizations are current

6. Provide the school with updated home and emergency contact information

7. Support standards of behavior and consequences for infractions to the Discipline Code

8. Attend Parent Teacher Conferences to discuss my child's academic achievement and social development

9. Respond promptly when the school requests a meeting regarding my child

10. Attend at least four (4) PTA Meetings/Workshops

11. Volunteer for PTA Committees or Events

Specific activities organized for Parent Engagement Programs are:

1. Fundraising activities to support student events and resources for the school

2. Learning Leaders Volunteer Program

3. Parent Workshops provided with Title 1 Funds: Math, Reading First, Accountability Reporting under NCLB, SES Programs, Grade Curriculum Meetings and ELL Parent Meetings

Classes offered for P.S.189 parents which encourage Parental Involvement and Communication with children include:

1. Adult ESL Classes, Beginning and Intermediate

2. Citizenship Classes

3. GED Classes in Spanish and English

4. Family Math Nights to demonstrate Everyday Math Games and Curriculum

5. Make and Go classes to promote math/literacy through the Visual Arts

SIGNATURES:

_____ _____ _____

SCHOOL **PARENT(S)** **STUDENT**

_____ _____ _____

DATE **DATE** **DATE**

(Please note that signatures are not required)

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.

☐

Needs Assessment 2010-2011: LITERACY

Summary of Data Analysis/Findings – All Tested Students Grades 3, 4 and 5 in ELA:

Despite the growth in student performance as measured by New York State Assessments over the past 4 years the new corrected 2010 ELA scores indicate Limited English Proficient (LEP) students and Students with Disabilities (SWD) are not meeting grade level standards. The correction dropped P.S.189 and all city schools by approximately 30% compared to the previous year's scores.

In general, the intervention measures and personnel assignments have created improvement in student's progress as documented on the NYC Progress Report 2009-2010. We continue to address the specific needs of Limited English Proficient (LEP) and Students with Disabilities (SWD) in relation to the new Common Core Standards by providing additional support services and targeted intervention.

* English as a Second Language (ESL) teachers and Academic Intervention Services (AIS) teachers are assigned to specific students, including Limited English Proficient (LEP) Students with Disabilities (SWD) during the literacy block with responsibility for student performance. This organizational change has resulted in reduced class size across the grades benefiting all students in all classrooms, providing more opportunity for engagement and effective differentiated, small group instruction.

* Bilingual teachers and paraprofessionals are assigned to bilingual students to give additional educational support beyond classroom core programs in Reading and Writing to impact student performance and progress

* The administration has increased the number of Collaborative Team Teaching (CTT) classes to give additional instructional support to Students with Disabilities. We have CTT classes in Grades 5, 4, 3 and K.

* The administration and teachers work closely with both the School Assessment Team (SAT) and two psychologists from Morgan Stanley Children's Hospital of Columbia Presbyterian Hospital. The goal is to address the emotional and psychological needs of students and families which directly impacts student achievement.

* Conscious development by the administration and teachers of a coherent and uniform literacy curriculum aligned to the New York State Standards and the new Common Core State Standards (CCSS). Staff is developing more complete curriculum outlines and maps delineating the grade specific instructional objectives, teaching points and uniform assessments that are aligned to the more rigorous Common Core State Standards. This is an on-going multi-year project.

* Emphasis is placed on analyzing student work samples which help staff identify trends and patterns of student learning.

* Grade Professional Learning Teams (PLT) identify best instructional practices based upon student data leading to modification of teaching strategies and instructional plans.

* Participation in the New York City Core Assessment Pilot by nine (9) staff members and administration to identify best practice and accompanying assessments to promote higher student achievement for all students in ELA

An important sub-group in our school demographics is Limited English Proficiency (LEP). LEP students have historically under-performed on NYS ELA exams since they do not have sufficient skills to perform on grade level. We have allocated our resources to give this group additional support.

Summary of Data Analysis/Findings – Grades 3, 4 and 5 in ELA: Comparing LEP and English Proficient Students
A review of the New York State Report Card data demonstrates a 20% drop in student performance on the English Language Arts Assessment in grades 3, 4 and 5 by Limited English Proficient (LEP) Students. This drop is in line with the adjustments of cut scores by New York State to align test results with national trends as measured by the National Assessment of Educational Progress (NAEP). By contrast, in 2009-2010, we measured an increase of 30 students who scored in the Proficient range on the New York State English as a Second Language Assessment Test (NYSESLAT) from 86 to 116.

The implication is that our LEP students need instructional time to master the higher standards and scoring levels as reflected on the New York Stare Report Card. Additionally, there is a 22% drop from 2009 to 2010 for English Proficient Students (EPS). The greatest drop in achievement for both the LEP and EP students came in the 3rd grade. The data is a clear indication that the resources and intervention we have in place have made a significant impact on student growth for our LEP and EP students in the 4th and 5th grades but the 3rd grade is unprepared for the new rigor required to meet standards. As a result we need to review instructional practice and expectations in grades Kindergarten through Second grade so our students are better prepared to meet grade level achievement goals.

The following initiatives are in place to increase student achievement among LEP Students

* Increased frequency of progress monitoring utilizing a uniform reading assessment benchmark kit.

* Administration of Informal running records to assess reading level

* Increased conferencing with emphasis on collaborative goal setting and monitoring of reading goals

* Use of AUSSIE Reading Data Base which includes Reading Behavior Checklist and Running Record with Analysis to assess individual students and identify areas of instruction in order to move reading levels

* All LEP students are required to attend Morning Tutoring resulting in two (2) hours of additional instruction per week

* Administration has organized an after- school program for LEP students providing more instructional time for reading and writing. The curriculum will stress increased listening, speaking, reading and writing skills needed for higher achievement on the NYSESLAT and ELA exams.

Summary of Data Analysis/Findings – Grades 3, 4 and 5 in ELA: Students with Disabilities

Students with Disabilities experienced the same drop in performance achievement as every other sub group. In 09-10 only 12% of the Students with disabilities met standards reflecting a 22% drop from the previous year. Again, performance in the 3rd grade was lower than the other cohorts. Historically Students with Disabilities have underperformed their grade peers, while this is still true; this sub-group is closing the achievement gap. We are aware that our special needs students did not meet the Annual Measurable Objective (AMO) set by New York State but we did meet the Safe Harbor criteria. Our goal is to keep making steady improvement for our most disabled students to get them on par with grade level expectations. This increased performance by Students with disabilities is due to the following interventions:

* Self-Contained students are mainstreamed into general education classes for the literacy block totaling 10 periods per week

* Intervention paraprofessionals are scheduled to provide additional support to students in self contained classes

* Students receiving Special Education Teacher Support Services (SETSS) were also allocated intervention resources provided by an AIS teacher and /or English as a Second Language (ESL) Teacher

* Support staff gives additional instructional time to Students with Disabilities in reading and writing to promote higher academic achievement and progress.

* Teachers in 1Self Contained and 3CTT classrooms in the 3rd, 4th and 5th grades have been given professional development in the use of Smart board technology. The goal is to provide students with access to technology to advance learning achievement.

* All Special Education Teachers have been given a weekly common prep to facilitate professional development on topics specific to their needs.

NYSESLAT (New York State English as a Second Language Achievement Test)

It should be noted that there was no correction by NY State to the NYSESLAT scores. Overall, LEP students scored higher on the NYSESLAT in 2010 than in previous years. This increase was in the Reading, Writing and Listening, Speaking components of the exam. The increase to Proficiency level was across all grades in all four (4) modalities. The 2008-2009 data indicated that our students scored the lowest in the Writing Strand. In the 2009-2010 school year there was a school-wide emphasize on writing skills through a structured writing program. This effort resulted in a significant increase in student performance. We will continue to monitor student growth and success in writing as a benchmark skill in promoting writing and reading success. The highly structured writing curriculum has provided our LEP students and SWD with the skills necessary to improve their performance in writing which in turn had a positive impact on reading.

The following initiatives will be in place for the 2010-2011 school year:

* All students in the Morning Tutoring Program will receive instruction in the Step Up to Writing program providing specific structures to support LEP students in writing. In addition, the instructional focus is non-fiction reading which aligns to the new common core state standards (CCSS).

* Our upper grade Professional Learning Teams (PLT) will monitor improvement of students writing over the course of the year. All students will show increased proficiency in critical thinking as demonstrated in writing using a common writing prompt measured by a uniform standard-bearing rubric.

* ESL teachers will provide uniformity of instruction utilizing Step up to Writing within specified writing genres, such as; response to literature, personal narrative and informational writing

* Resources will be allocated to provide a greater range of book levels in second grade classrooms.

MATH

Summary of Data Analysis/Findings –Grades 3, 4 and 5 in MATH: All Tested Students

Based upon the adjusted NY State scores we experienced a correction of about 30% in our Math scores. Even though the scale scores remained the same or improved our scores dropped due to the state's action to scale test results to the National Association of Educational Progress (NAEP) exam results. The biggest drop in scores occurred in the 3rd grade with only 27% of students meeting the grade standard.

While we have measured student progress via scale scores we must be able to meet the grade standards and ensure our students can compete on a national level.

The following steps have been taken to prepare students to meet the higher standards and the new Mathematics Common Core State Standards.

Comparing Math Performance between Limited English Proficient (LEP) and English Proficient Students (EPS)

In comparing English Proficient Students (EPS) with Limited English Proficient students (LEP) our LEP students dropped in proficiency by 25% to 63%. Based upon scale scores the LEP students did as well as in previous years but the New York State correction to the scale scores impacted many more LEP students. In previous years their scale scores would have met NY State standards but with the correction the scale scores moved them from Level 3 into Level 2 and 1. The greatest drop in Math scores came in the 3rd grade. Number Sense and Operations is the area where most LEP students need additional instruction. The initiatives we put in place last year will continue with greater emphasis on number facts, stamina and solution of multiple step problems. The implication is we must analyze our curriculum in all grades Kindergarten through grade 5, to ensure student gain mastery of specific math concepts and develop assessments which are as rigorous as the new NY State assessments.

Math Performance of Students with Disabilities (SWD)

Following the trend of the other sub-groups and overall student performance, the Students with Disabilities (SWD) also experienced a significant drop in performance based upon the NY State correction to the scores. Students with Disabilities in the 3rd grade experienced the largest decline compared to last year's results. Data indicates that most students did not meet grade level standards in concepts associated with Number Sense and Operation.

* Conscious development by the administration and teachers of a coherent and uniform mathematics curriculum aligned to the New York State Standards and the Common Core State Standards. Curriculum outlines and pacing calendars are being adjusted to ensure students receive instruction on content appropriate to their grade. Plans will delineate the new standard, critical lessons, teaching points and uniform assessments needed for each grade.

* Include one additional math period each week for 3rd, 4th and 5th grade students to increase instructional time in Mathematics.

* Staff resources have been allocated allowing 100% of all third, fourth and fifth grade students to participate in the Morning Tutoring Program emphasizing additional instructional time in both ELA and Math

* Implementation of Math Exemplars in grades one through five, as instructional models and common assessments across the grades. The purpose is to promote rigorous instruction with a high level assessment which will prepare student to meet higher state requirements

* Instruction and coaching delivered by Bilingual Math Coach to support high achievement of bilingual LEP students in grades 3-5

* Implementation of “Challenge Math” for the second through the fifth grades to promote automaticity of math facts in addition and multiplication

* Extend the implementation of customized pre and post math assessments for each unit assessing the math skill aligned to the NYS standards in the 4th and 5th grades

Learning Environment Survey Report 2009-2010

Review of Learning Environment Survey participation indicates that more parents completed the survey in 2009-2010 than in previous years. We will continue to offer parents opportunities to complete the survey with Parent Association assistance and the availability of computers to parents in the school. The effort of our Parent Coordinator and the Parents Association to inform parents and increase parent participation in the survey was a successful collaboration which we will continue next year.

Progress Report Findings: 2009-2010

The school retained its rating of A on the 2009-2010 Progress Report. Even though we experienced about a 30% correction in the ELA and Math scores our students still showed progress and we maintained a high rating among New York City Elementary Public Schools. Despite the drop in performance, we still received additional credit in closing the achievement gap among the Lowest One Third, Self Contained Students and LEP students in both ELA and Mathematics. The only area in our progress report where we did not receive an A was in student performance. As noted above, student performance was impacted by the NY State correction to scale scores. This is an area that continues to be a challenge reflecting the demographics of our community.

After assessing our performance and progress results we feel we were successful in the initiatives we launched last year and we will continue those successful practices with attention to those students who did not meet the standards. To improve student performance in ELA and Mathematics for all students including LEP students and Students with Disabilities (SWD), the following practices will be implemented and revised as data dictates:

* Use Benchmark Assessment Kit in English or Spanish 4 times a year to track student progress

* Use running records every 4-6 instructional weeks for at risk students to assess students not at grade level and to inform instructional practices

* Provide professional development by administration, building coaches and consultants to support all students including sub-groups of Limited English Proficient (LEP) and Students with Disabilities (SWD):

    * Explicit, direct instruction

* Use of uniform school wide Reading Assessment

* Provide professional development and implement use of the AUSSIE Data Assessment in Reading.

* Individual conferences with students to identify weaknesses and plan instruction and/or intervention

* Professional Development in Guided Reading, conferencing and Book Clubs to increase levels of comprehension and book levels by AUSSIE Consultant

* Track Independent Reading and number of books read to support comprehension and increase in book levels in grades One and Two.

* Uniform instruction across the grades in skills and strategies from Trophies, a scientifically researched reading program.

* Administration and Teachers will continue to refine curriculum maps to reflect new Common Core Standards, critical thinking skills, rigorous tasks and rubric supported assessments.

* Continue emphasis on student growth in critical analysis and thinking skills as measured in writing against a standards based grade specific rubric.

* Reduced class size, as budget permits, in grades K - 5 for English Language Arts Instruction

* Increase Collaborative Team Teaching Classes (CTT) to give more support to Students with Disabilities (SWD).

* Include the use of Math Exemplars to accelerate student performance, this will require students to explain mathematical thinking as well as improve the math concept

* Include scaffold Open Responses early in the unit to prepare students for this type of assessment at end of unit

* Extend the implementation of customized pre and post math assessments for each unit assessing the math skill aligned to the NYS standards in the 4th and 5th grades

Trends in Student Performance

For the 2009-2010 school year P.S.189 achieved School in Good Standing status on the New York State Accountability Report Card in Math for all sub-groups and in ELA, LEP students and SWD missed the state Adequate Yearly Progress (AYP) due to the correction of New York

State Scores. On the NYC Progress Report we received an A performing in the 82nd percentile among all NYC Elementary Schools. The entire school community is committed to restoring student performance.

The progress our students made in English Language Arts (ELA) and Mathematics reflects our commitment to planning and developing a rigorous curriculum that meets the needs of our diverse learners. Administrators and teachers continue to collaborate to ensure the implementation of high impact, quality practices supported by data analysis, monitoring trends in student learning and revision as necessary to meet individual needs.

Based upon the analysis of the quantitative data in the NYC Progress Report, NYS Accountability Report Card and school assessments we must continue to address the instructional challenges that our diverse population presents. Until this year's correction, we made great strides in meeting city and state performance and progress goals and we will continue to allocate resources and evaluate practices that will result in increased student outcomes. Our emphasis will continue to be LEP students and Students with Disabilities while maintaining standards-based instruction that challenges our entire student population. We recognize the importance of parent support and participation in the academic success of all students and will continue to enrich the home school connection.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

☐

Teachers develop rigorous tasks and rubrics in literacy and mathematics as well as the content areas that meet and exceed the NYS Learning Standards
Students may participate in before school arts and academic programs intended to promote high academic achievement: chorus, band, strings, steel drum band, science and mathematics tutoring.
Commitment to hire only highly qualified teachers for all students
All staff members are involved in the inquiry process through review of assessments and case studies
Uniformity of Running Records across all grades to more accurately assess student performance
Delivery of academic intervention services in self-contained special education classes
Four CTT (Collaborative Team Teaching) classes to support the academic progress of students with dissabilities
All 3rd, 4th and 5th grade students are mandated to attend the 37.5 minute AM Tutoring program focusing on content knowledge and test preparation

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.

☐

Increase the amount and quality of learning time, such as extended school year, before and after-school and summer programs
Scheduled literacy and math block to provide uninterrupted instructional program
Morning tutoring for at risk students in all content areas
Implementation of Harcourt Trophies in grads 4 and 5 to create more continuity and structure in grades K-5
Develop the practice of data driven instruction from additional assessments in grades 4 and 5: Acuity Tool and Unit exams
New Everyday Mathematics 3rd Edition curriculum with the following improvements: identified items that can be utilized for formative assessments, differentiated instructions handbook, unit assessments that measure the acquisition of grade level skills

o Help provide an enriched and accelerated curriculum.

☐

Morning Enrichment Program to promote high academic achievement through content areas selected by students
4th and 5th grade students
Inclusion of computers in science lab, Library Media Center and all classrooms to promote technology skills, expand available resources and promote integration of technology into curriculum areas

o Meet the educational needs of historically underserved populations.

☐

Provide before school tutoring for at risk students
English
to prepare students in grades 1-5 to meet assessment requirements
Leap Frog, Odyssey, Earobics
Delivery of academic intervention services in self-contained special education classes

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.

☐

Additional Guidance Counselor hired to promote academic and disciplinary standards through small group academic tutoring and counseling
All paraprofessionals trained in AIS (Academic Intervention Services) and assessments to support at risk learners with specific intervention to meet their educational deficiency

Two AIS teachers provide additional intervention instruction to ELL students in reading and/or content areas to promote one year's progress

LINC program promoting inter-age tutoring between high school and 1-3 grade students in reading

Reorganization of the Morning Intervention Program to systematically match students to a program catered to their individual needs

o Are consistent with and are designed to implement State and local improvement, if any.

☐N/A

3. Instruction by highly qualified staff.

☐

- P.S.189M is committed to hiring only highly qualified teachers as delineated in the NCLB guidelines

- Parents are notified in writing if a long term substitute of 4 weeks or more is assigned to the class who is not highly qualified

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.

☐ • Teachers in all grades receive professional development in data analysis, lesson planning, goal setting and assessments. In addition other professional development topics are higher order thinking, differentiated instruction and writing in all content areas to demonstrate comprehension.

• Teachers in grades 1-5 receive professional development from Aussie Consultant in reading comprehension, assessments, conferencing and data analysis to promote reading achievement and student progress.

• K-5 teachers receive professional development from one Literacy Coach to support rigorous program implementation

• K-5 teachers receive professional development from Math Coach in the rigorous implementation of NYC core mathematics program and NYS Math Standards including: Math Exemplars, Math Conferences and unit instructional and assessment timelines

• Technology training for Mac Computer Lab available to all teachers

• UFT representative and SLT parents are invited to participate in Literacy and Math Learning Walks two times a year to make informed decisions regarding program implementation, student study habits, professional development implementation and expected outcomes.

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

☐

- Continuing relationship with Courtland College leading to placement of student teachers in our school
- Continuing relationship with BPS (Bilingual Pupil Services) leading to placement of Paraprofessionals in our school
- Send representatives to hiring fairs which invites only pre-qualified teachers
- Provide intensive teacher support through professional development, coaching cycle, mentor programs and buddy teachers

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

☐ • Library Media Specialist to promote literacy in the school and school community

- Collaboration with LINC in promoting reading through school events such as; Tiger Day and Bear Day including parental involvement in the planning, hosting and execution of the day's events
- Parent Coordinator to host workshops centered around developing writing skills through the arts
- Community Based Organization: Fraternidad de los angeles
- School community participation in the ALS walk
- Parent workshops including: ESL Classes, GED and workshops to promote parent self employment
- Book making classes to promote family Literacy and parental participation in the educational life of their children.
- Computer Classes, to enhance computer skills in Microsoft Word and Excel
- Parent trips and outings, to promote cultural exposure for the parents, trips will be arranged to museums, aquariums and other sites

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.

☐

Early Childhood Programs:

- Parents and children from feeder Pre-K programs are invited to an open house to meet principal, learn about our programs and tour Kindergarten rooms

- Pre-K teachers, Social Workers and Family Workers will meet with Pre-K parents to provide workshops and guidance to help transition into Kindergarten

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

☐

- Teachers have access and must review all interim progress assessments; ARIS Data Tools

- Teachers are given copies and must identify differentiated groups using Scale Scores from NYS Math and ELA exams and nySTART

- Teachers are given access and must review and implement instructional strategies based upon student data from DIBELS, Progress monitoring, Trophies/Trofeos Program assessments and Running Records, AUSSIE Database.

- Teachers are given access and must review and plan instruction based upon math and content areas assessments.

- School Based Inquiry Team to gather and analyze student data for the purposes of advancing student achievement

- Teachers participating in grade Professional Learning Teams to fine tune lessons and assessments based on data

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.

☐

- Based upon school assessments, intervention strategies are identified and the students receive a frequency and duration model of intervention. After an 8 week cycle of intervention a formal assessment is given to determine growth and the effectiveness of the intervention program. Adjustments are made as necessary.

- Reduce class size in grades K to 3

- Tier 1 intervention provided by the classroom teacher
  - Guided Reading, Math Flash, EM Games, Earobics, ELL Intervention Reading Kit, Reading Reform

- Tier 2 intervention provided in small group or individually by an AIS teacher or paraprofessional
  - Reading Rescue, Fundations, Guided Reading, Reading Reform and Step Up to Writing

- Tier 3 Intervention: Special Education Referral
  - Wilson Reading, Orton Gilllingham, Fundations

- Parents are notified if their child is receiving intervention services

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.

☐

Violence Prevention:

- All Guidance Teachers attended training on violence prevention in Respect for All

- Posters on Respect for All and violence prevention are displayed throughout the school, in guidance offices and parent bulletin board

- Guidance team presented to staff on Respect for All at a Faculty Conference

- Students attended Respect for ALL assembly and the guidance teachers gave a lesson in each classroom

- On site psychologist from Morgan Stanley Hospital for Children/Columbia Presbyterian Hospital hosted a series of parenting workshops addressing family violence prevention

Nutrition Program:

- Nutrition Committee of students, food service manager, parents, staff and administrator meet on a monthly basis to test new foods and advise on menu selection.

- Calendar of menu is posted in school and on school web site

- Food Service Manager presented to PTA on healthy food choices

- Spring Health Fair stressing healthy life style and reducing stress

- School policy of healthy snacks and drinks only outlined in student handbook and communicated to parents

- Parent workshop by nutritionist from Columbia Presbyterian Hospital on healthy food choices

Temporary Housing Program: Under the McKinny - Vento Homeless Assistance Act: the following provisions are in place at P.S.189:

- Prominent display of parent/student rights under McKinney-Vento Act as a student in temporary housing in the guidance offices, main office, and parent coordinator's room and parent bulletin board

- PTA Meeting and Faculty Conference to inform parents and staff of parent rights and available Title I support

- Distribution and collection of McKinney-Vento Residency Questionnaire form yearly

- Prompt contact to homes of students who are absent by family workers and guidance counselors

- Right to enrollment in the School of Origin or a Local School near temporary housing

- Right to remain in a school after moving out of temporary housing

- Title I services provided to homeless students such as: counseling and/or AIS academic support

- Title I funds available for clothing, school supplies and transportation

- Contact information and access to the District Liaison for Temporary Housing, Iris Gersten, and Content Expert on Students in Temporary Housing for Manhattan

- School Level Contacts: Ms Betancourt, Guidance Counselor; Ms Martinez, Family Worker; Ms Suero, Parent Coordinator

- Consolidated School and Youth Plan on file in the school and at the CFN Network 601 which describes the services provided to Students in Temporary Housing with Title I funds

- Home for The Homeless, CBO, presented two workshops to students on homeless awareness on November 12, 2008

Universal Pre-Kindergarten:

- One universal Pre-Kindergarten servicing 18 students
- Teacher and paraprofessional are highly qualified
- Staff attends city wide professional development as well as school professional development
- Parent workshops on parenting skills, resources available in the community and curriculum topics
- Open House for prospective pre-kindergarten parents
- Articulation with neighborhood day care centers (Fort George Day Care)
- Teddy Bear Day for new students to acclimate them to their new environment, meet staff and new classmates

Adult Education:

- Adult ESL classes, beginner and advanced during the week
- Adult Citizenship Classes
- Adult Drivers Learning Permit Classes
- Various arts and crafts classes - Doing Literacy Though Arts and Crafts
- Photography class
- Cardio-Pulmonary Resuscitation (CPR) classes presented by the Red Cross for parents and caregivers
- Adult book making classes
- Academic workshops presented by math and literacy coaches
- Family Literacy Program including parent involvement with students 20 hours per week
- Nutrition Committee with student and parental representation

Job Training:

- Computer classes for parents including typing, basic skills, and Microsoft Office programs
- Job Net (CBO) including presentations on resume writing, clothing for interview and web site for career placement
- Chase Manhattan Bank workshops on personal banking and career opportunities

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 specifically 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.e., Federal, State, or Local)*	**Program Funds Are "Conceptually"[1] Consolidated in the Schoolwide Program**			**Amount Contributed to Schoolwide Pool** *(Refer to Galaxy for school allocation amounts)*	**Check (X) in the left column below to verify that the school has met the intent and purposes[2] of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.**	
		Yes	**No**	**N/A**		**Check(x)**	**Page#(s)**
Title I, Part A (Basic)	Federal	Yes			$1,148,749	True	This Allocation/Funding Source Supports All of our School Goals
Title I, Part A (ARRA)	Federal	Yes			$75,370	True	This Allocation/Funding Source Supports All of our School Goals
Title II	Federal			N/A	$243,687	True	This Allocation/Funding Source Supports All of our School Goals
Title III	Federal			N/A	$76,040	True	This Allocation/Funding Source Supports All of our School Goals
IDEA	Local			N/A	$247,531	True	This Allocation/Funding Source Supports All of our School Goals
C4E	Federal			N/A	$447,836	True	This Allocation/Funding Source Supports All of our School Goals
Tax Levy	State			N/A	$6,216,472	True	This Allocation/Funding Source Supports All of our School Goals

[1]**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.

[2]**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.

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.
N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.
N/A

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;
N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and
N/A

c. Minimize removing children from the regular classroom during regular school hours;
N/A

4. Coordinate with and support the regular educational program;
N/A

5. Provide instruction by highly qualified teachers;
N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
N/A

7. Provide strategies to increase parental involvement; and
N/A

8. Coordinate and integrate Federal, State and local services and programs.
N/A

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:

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.)
   3
2. Please describe the services you are planning to provide to the STH population.☐We put aside money from our Title I SWP provide funding for clothing, transportation and school supplies. In addition, students receive academic intervention services, counseling and afterschool tutoring if necessary.

Part B:

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).
   N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

☐N/A

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.

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_06M189_020811-155438.doc

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 CFN 601	District 06	School Number 189	School Name PS 189M (06M189)

Principal Ms. T. Luger	Assistant Principal Ms. J. Grullon
Coach Ms. E. Estevez, Reading Coach	Coach
Teacher/Subject Area Ms. S. Guerrero/ ESL	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Ms. S. Suero
Related Service Provider	Other Business Mngr, Arnoldo Lorenzo
Network Leader Mr. L. Block	Other

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	8	Number of Certified Bilingual Teachers	15	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1074	Total Number of ELLs	444	ELLs as Share of Total Student Population (%)	41.34%

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.

PART II: ELL Identification Process

1. The following steps are taken for the initial identification of those students who may possibly be ELLs. First, in order to properly screen our students at registration, the ESL Coordinator, who serves at the contact person for bilingual/ESL matters, is available to ensure that the HLIS is completed correctly. The ESL coordinator, S. Guerrero, conducts the initial screening, including an informal oral interview in English and the native language. The ESL coordinator administers the HLIS survey and analyzes the form to determine if the child is eligible for LAB-R testing. The yellow transparent copies of the HLIS are kept on file in a secure area in the ELL Coordinators office. If the child is ineligible for testing, the HLIS form is completed and approved by the ELL Coordinator. If the student is eligible for testing, the child is administered the LAB-R assessment by the ESL personnel within the first 10 days of initial enrollment. The ESL personnel hand-scores the test and eligibility is determined based on the student's LAB-R score. The child is administered the Spanish Lab if he/she doesn't pass the LAB-R and his/her home language is Spanish. Both the LABR and Spanish LAB handwritten scores are kept on file in the ESL Coordinator's office.

The following steps are taken to insure that all ELLs in our school are annually evaluated using the NYSESLAT. The ESL Coordinator keeps record of all ELL students who are in the school, including all new admit and transfer students. The ESL Coordinator works closely with the Pupil Accounting secretary to account for every student who is admitted and/or discharged to and from the school. The ESL Coordinator works closely with the Assistant Principals and Testing Coordinator to ensure that all ELL students have been properly identified and tested accordingly with the NYSESLAT. The NYSESLAT is administered to all eligible students during its specified time-frame.

2. There are many structures in place to ensure parents are informed of the three program choices (Transitional Bilingual Education, Dual Language and Free-Standing ESL) offered through the New York City school system. Our outreach plans allows us to effectively communicate the program choices to parents within the mandated timeframe. We follow the ELL Identification Process: the students are screened, if required they are given the initial assessment within the first 10 days of enrollment, and placed in a program based on parent choice. In order to make certain that the student is properly placed in a program; we have organized our communication system to make sure that our parents understand the ELL Identification process and the three program choices. If the LAB-R was administered at the time of registration, the ESL Coordinator discusses the results with the parent at that time. If the student is entitled to ELL services, the ESL Coordinator explains the three-program choices, and allows the parent complete the Parent Survey and Program Selection Forms. During registration for the Fall 2010, the ESL Coordinator holds Parent Orientations where the Parent Choice video is shown and questions are addressed. Afterwards, the Parent Survey and Program Selection forms are completed by parents; program choices at our school are explained, and assistance is provided to the parents. Additionally, New ELLs Parent Orientations are scheduled every other Friday throughout the school year to accommodate late registrants. When the parent comes to register their student, they meet with the ESL Coordinator and receive an invitation to the next upcoming orientation, along with a copy of the NYC Guide for Parents of students who are learning English. At these parent orientations with the ESL Coordinator, in addition to viewing the parent choice video, discussion of school programs, and completion of selection forms, parents are given a school tour where they meet the Parent Coordinator, Mrs. Suero, and learn about the adult classes and workshops offered at our school. If the LABR testing was not able to be done on the initial registration day, it is administered within the first 10 days of enrollment. If the child passed the LAB-R, the parents are notified with the proper non-entitlement letter that states their child is English proficient and not entitled to receive services as an ELL. If the student did not pass the LAB-R, the entitlement letter, which indicates their child's test results and entitlement to ELL services, is sent home to the parent; along with the Parent Guide, a Survey/Program Selection Form, and an invitation to the upcoming parent orientation. If parents are unable to attend an orientation, they can schedule a meeting, call, or walk-in the school to meet with the ESL

Coordinator. We have one student whose home language is Chinese, one student whose home language is French, and six students whose home language is Arabic (one in Kindergarten, two in first grade, two in third grade, and one in fourth grade). ELL parent guides, HLIS, parent choice surveys and forms are given to these parents in their respective home languages. At least one of the parents of each child is able to speak proficiently in English to communicate on the progress, needs, and concerns for their child. If a parent is unable to speak English or Spanish, a translator is provided through the community to communicate effectively with the parent.

3. Our school has effective outreach structures in place that ensure that the entitlement letters are distributed and the Parent Survey and Program Selection forms are returned so the students can be properly placed in a program. To make certain that Parent Program Selection Forms are returned, the ESL Coordinator is present at registration, holds parent orientations every other Friday, sends home mandated entitlement letters within the initial 10-day enrollment period, calls parents to make individual appointments and/or to discuss the student's proficiency level, and meets individually with parents that walk in to the school. The parents are informed of their child's score on the LAB-R and their entitlement or non-entitlement to ELL services. If the student is entitled to services, and the Parent Survey and Program Selection form is not obtained, then the ELL student is placed in a Transitional Bilingual Program per CR Part 154. The ESL coordinator keeps the original returned Parent Survey and Program Selection Forms on file in her office.

In order to make certain that all parents are informed of their child's entitlement to ELL services, all attempts are made to reconfirm the previously identified ELLs' program placements with their parents each September. Entitlement letters are given out to every parent in the Fall, which communicate their child's English proficiency level as obtained on the NYSESLAT. These letters are in Spanish and English and communicate to the parents how the students performed on the NYSESLAT in the Spring. The letters that state a student continues to be entitled to ELL services, due to their NYSESLAT score, also reconfirm the parent's program choice and student's placement in a program. The parents are required to sign and return the bottom portion of the letter, stating they are aware of their child's level of proficiency and program placement. The originals of the returned portions of the entitlement letters are keep on file in the ESL Coordinator's office. The ESL Coordinator is available to meet with parents, or talk via phone, to discuss the student's placement and level of English proficiency. If the parents change their minds or are not happy with their program of choice, then they meet with the ESL Coordinator and their child's grade supervisor. As a result of their meeting, the children are then placed in the program selected by the parent.

4. As outlined above, the criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs include following the New State LEP Identification Process and consultation and communication activities with parents in their native language. After screening and determining if a newly admitted student is eligible to for LAB-R testing, the student is given the test. Using the LAB-R 2010 cut scores, the student's level of English proficiency is communicated the parent. All of our correspondence is bilingual, in English and the parent's native language. For newly admitted students, the parent is told whether their student is at a beginner/intermediate or advanced level. After consultations and communication with the parent the newly admitted student is placed in a bilingual or ESL instructional program according to the parent's informed choice. Parents of previously identified ELL students are notified of their child's performance on the NYSESLAT. If the student passed the NYSESLAT, the parents are notified that their child is English proficient and no longer entitled to ELL services. If their child did not pass the NYSESLAT the parents are notified of their child's English Proficiency level, according to the NYSESLAT, and that their child will remain in the ELL program in which she is currently enrolled. If the parents change their minds or are not happy with their program of choice, then they meet with their child's grade supervisor and ESL coordinator. As a result of their meeting in the parent's native language, the child is then placed in the program selected by the parent. If the parent speaks a language other than English or Spanish, a translator from the child's family of the community is available to translate for the parent.

5. Review of our Parent Choice Forms for New Admits over the past years, indicates a trend where more parents are requesting a bilingual program over an ESL program for their child. According to BESIS 07-08 data, 110 Kindergarten students were entitled to ELL services. 41 parents chose a bilingual program for their child, and 69 parents chose an ESL program. According to BESIS 08-09 data 107 K students were entitled to ELL services. 57 parents chose a bilingual program and 50 chose an ESL program. This year, there are 75 entitled ELL students in Kindergarten; 45 parents chose bilingual and 30 chose an ESL program. As illustrated above there has been a trend of fewer incoming Kindergarten students entitled to receive ELL services. A review of the HLIS for incoming Kindergarten students shows that a majority of our students are coming from local pre-kindergarten programs where the dominant language of instruction is English. Last year out of the 148 incoming K students who were eligible to take the LAB-R, 66 students were identified as ELLs. This school year, out of 166 incoming K students who were eligible to take the LAB-R, 75 of the students were identified as ELL students. This data demonstrates that many students are coming to Kindergarten with English language skills. This September, out of the students 30 students who parents' requested ESL, one student's home language is Chinese, one student's home language is Arabic. The remaining 28 students' home language is Spanish. 22 of these 28 students were in Pre-K programs where the instruction was in English and the students scored advanced on the LAB-R. The parents voiced that they would like for their children to continue with the same instructional practice that they had in Pre-K, therefore choosing to have their child's instruction in all English and participate in the ESL program.

6. The program models offered at our school are aligned with parent requests. We have two bilingual classes in Kindergarten, First, and Second grades, and 1 bilingual class in 3rd, 4th and 5th grades to accommodate our parent's choices. Since our parents are choosing to have their children placed in either a Transitional bilingual program our ESL program with the goal of English proficiency, we

have 8 Teachers certified in ESL in our school and 15 teachers certified in Spanish Bilingual Education. We are constantly seeking "highly qualified" ESL and Bilingual Teachers, so that we may continue to service our ELL population in accordance with parental choice.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☒ 1☒ 2☒ 3☒ 4☒ 5☒ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	2	2	2	1	1	1								9
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	1	0	0	1	0								2
Push-In	16	10	21	33	24	15								119
Total	18	13	23	34	26	16	0	0	0	0	0	0	0	130

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	444	Newcomers (ELLs receiving service 0-3 years)	361	Special Education	37
SIFE	7	ELLs receiving service 4-6 years	82	Long-Term (completed 6 years)	1

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									
	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	Total
TBE	173	7	18	2	0	2	1	0	1	176
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	188	0	11	80	0	5	0	0	0	268
Total	361	7	29	82	0	7	1	0	1	444

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

C. Home Language Breakdown and ELL Programs

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:

Ethnic breakdown of EPs (Number):
African-American: Asian: Hispanic/Latino:
Native American: White (Non-Hispanic/Latino): Other:

Russian														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
Arabic														0
Spanish	30	43	50	45	63	29								280
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic	1	2		2	1									8
Haitian			1											1
French														0
Korean	51	28	42	20	16	19	0	0	0	0	0	0	0	176
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	32	45	51	47	64	29	0	0	0	0	0	0	0	268

Dual Language (ELLs/EPs)
K-8

Number of ELLs by Grade in Each Language Group

	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)
9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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.

Part IV: ELL Programming

A. Programming and Scheduling Information

1a. The organization models in our school are ESL Push-in, ESL Self-Contained, and Transitional Bilingual Spanish/English. Transitional Bilingual Classes are organized by grade. The number of classes is determined by the number of ELL students whose parents choose to have their students participate in a bilingual program. We currently have two bilingual classes in Kindergarten, two in first grade, two in second grade, one in third grade, one in fourth grade, and one in fifth grade. We have 2 self-contained ESL classes, one in 1st and 4th grade respectively. Three of our Third grade classes are departmentalized; one of the three teachers is a certified ESL teacher. This teacher services the 34 ELL students in those three third grade classes. We have 4 ESL teachers who push-in to service the remaining ELL students in monolingual classes K-5th.

1b. The program model for our transitional bilingual classes is heterogeneous by grade; containing students of mixed proficiency levels on the same grade level. The self-contained ESL classes are grouped by grade with heterogeneous proficiency levels. Our Push-in ESL program K-5 is organized by grouping students according to grade and proficiency levels. Instruction is throughout the school day. The ESL teachers push-in during balanced literacy, writing and content area instructional time and support classroom instruction. Students are serviced in small differentiated groups based upon their proficiency levels.

2. Our staff is organized to ensure that the mandated number of instructional minutes is delivered in each program model as per CR Part154. Our classes are structured to accommodate the needs of our ELL students. We have fully licensed, highly qualified, ESL and Bilingual teachers. All the teachers in the TBE classes possess a Bilingual Common Branch license. Our bilingual teachers demonstrate strong academic language proficiency in English and Spanish. The teachers continue to receive professional development opportunities through the LSO as well as school initiatives in content and pedagogy.

2a. All of our ELL students are serviced. Our Beginning and Intermediate students receive 360 minutes a week ESL Instruction. Our Advanced students receive 180 minutes ESL instruction per week. ESL instruction is during balanced literacy, writing and content area instructional time throughout the day in monolingual and Self-Contained classes. In TB classes there is an ESL period and ESL instruction is given through science and social studies content areas. Explicit ELA instruction is delivered to all ELL students. ELLs in monolingual and Self-Contained classes participate in a daily 90 minute literacy block. Advanced ELL students in TB classes receive 45 minutes daily in ELA. Explicit NLA is delivered in our TB classes. Beginners and Intermediate students receive 90 minutes daily of NLA instruction. Advanced students in our bilingual classes receive 45 minutes of NLA instruction.

Please review attached/submitted sample student schedules for an Intermediate and an Advanced Fourth Grade ELL student in a TBE class and sample student schedules of an Intermediate and Advanced 4th grade ELL student in a Free-Standing ESL program.

3. Content areas are delivered in each program model in the following manner:

TBE

The organization of the Transitional Bilingual classes includes a 60/40 instructional plan with 60% of the instruction given in the native language and 40% in English, which meets the Part 154 mandates. The percentage of instruction is differentiated based on the student's ELL proficiency level as outlined above. Instructional Approaches and Methods for Transitional Bilingual Classes are aimed to enrich language development and make content comprehensible. Instruction is in place to facilitate the transfer of students' skills from Spanish to English. Content-based vocabulary and academic language is reinforced through the use of cognates and instructional strategies that help transfer academic knowledge, comprehension and phonetic skills.

In grades K-3 all children participate in the Reading First initiative, which is based upon scientifically research based instructional practices. Materials for this program were selected by New York City Department of Education. The TB classes use the Harcourt Trofeos reading program which includes the five components of reading. This program is parallel to the instruction given in the monolingual classes. The instructional practices that support balanced literacy include whole class and small groups, word study, read aloud, guided reading, shared reading and accountable talk, modeled writing, and guided writing and strategy lessons. There is an emphasis on frequent formal and informal assessments in the native language, Spanish, as well as English. Students are assessed using EL-SOL, DIBELS, IDEL, running records and Trophies and Trofeos unit tests.

In grades 4 and 5 students receive native language instruction in literacy using Harcourt Trofeos and units of study from Accelerated Literacy in writing. Students complete unit portfolio pieces and receive guided reading instruction in their native language. Materials used include Spanish guided reading books and Spanish language literature. Students are grouped for instruction based upon their instructional level in Spanish. Groups are dynamic and students move in and out of groups depending upon teacher evaluation. These groups are flexible to allow for maximum support to children and their academic growth. Teacher assessments used include: theme tests from Trofeos, Running Records assessments, and informal teacher observations and conferences. Students have access to NLA computer software programs in their classroom.

For the ESL component of the Transitional Bilingual program we use Moving Into English by Harcourt in grades K-5. This program is used for children who score in the beginning and low intermediate proficiency level. The program is based upon social studies themes and includes instruction in the four modalities of listening, speaking, reading and writing. Students are placed in flexible groups according to their proficiency levels and move based upon teacher evaluation. For K-5 students who score in the upper intermediate and advanced proficiency levels we use guided reading materials and the ELL materials from the Harcourt, Trophies Program. Students are placed in dynamic groups based upon instructional levels and proficiency. Students work in small groups to receive the maximum support and guided practice. Our third grade TB class participates in Odyssey, a computer based ESL program for language acquisition.

All students in grades K-5 TB classes receive instruction in Everyday Mathematics in Spanish. Students in TB classes in grades 3-5 use Spanish mathematics computer software programs. All 3-5 grade students in TB classes participate in the New York State Mathematics assessments in Spanish.

The content areas of Social Studies and Science are presented to the children in Spanish and English using ESL methodologies in our K-5 TB classes. Both languages are reflected in the classroom environment: process charts, content charts, word wall, alphabet charts, classroom libraries and evidence of student work. Classes follow the NYCDOE mandates for color coding of language use. The students' instruction in science and social is taught in six week content cycles. The first cycle is social studies, the second cycle is science.

Free-Standing ESL Programs

Our ESL Program is organized as a Push-In Program for grades K-5 and two Self-Contained ESL classes. Self-Contained ESL classes have been established in First Grade and Fourth grade. The teachers are ESL certified and incorporate ESL methodologies and strategies in their instruction. The reading program utilizes all the Harcourt Trophies materials along with the Harcourt ELL program component. The math program utilizes Everyday Math, which allows for high student engagement, use of manipulatives and conceptual math. The writing program incorporates Step Up to Writing strategies. Step Up to Writing will provide the structure that ELL students need to effectively communicate through the modality of writing. Step Up to Writing provides teachers with effective, multisensory writing strategies, aiming to improve the students' writing, reading, listening, and speaking skills. ESL teachers support the writing curriculum by using Step Up to Writing to work with students in differentiated groups to meet the objectives and expectations for each unit of study. Teachers have received professional development on the use of these materials. The teacher groups children according to instructional levels and language proficiency levels. Instruction is differentiated based upon teacher assessment and student performance.

Our ESL Push-in program is organized by grouping students according to grade and proficiency levels. Instruction is throughout the school day. Licensed ESL teachers deliver ESL instruction to ELL students in monolingual classes. These teachers push in during balanced literacy, writing and content area instructional time and support classroom instruction. Students are seen in small differentiated groups based upon their proficiency levels.

Explicit ESL instruction is delivered in the self-contained ESL classes and Push-In Program through:

- ESL methodologies
- Appropriate materials selected specifically for the needs of ELL students that include computer software and web based programs
- Licensed ESL teachers

• Instructional strategies that help transfer academic knowledge, comprehension and phonetic skills from the native language to English. Content-based vocabulary and academic language are reinforced through the use of Spanish cognates for our Spanish speaking students.

4. Differentiated Instructional Plans for ELL subgroups

4a. In order to accommodate SIFE children, the student's academic level in their native language is assessed using running records. Based upon these results and teacher analysis, we develop an academic intervention program for the child based upon their academic level and age. The student is placed with students of the same age and receives small group or individual instruction by our ESL/ ELL intervention teachers and the classroom teacher. The student receives instruction in Estrellita to become fluent in Spanish phonics. Targeted intervention programs for our SIFE students in mathematics, ELA, and other content areas are provided by our ESL, AIS and Bilingual staff during the day and during our morning program. The child is given opportunities to use technology, i.e. NLA and Mathematics in Spanish and Odyssey ESL programs. Our goal is to maintain the child in the appropriate grade group and engage the child on his/her instructional level using age appropriate materials.

4b. In order to accommodate ELLs with less than 3 years in school, parents are given the program choices that follow CR Part 154 mandates, as described previously. It is important to provide new comers with substantial support and rigorous instruction to prepare them for the testing which they are required to take after one year. Newcomers ELLS receive intervention as determined by the students' needs in mathematics, ELA, and other content areas. These services are provided by ESL, AIS and Bilingual staff during the day and during our morning program. Students in TB classes are given differentiated instruction to sustain native language literacy growth and support acquisition of the second language. Students in the ESL program receive the required minutes of ESL instruction through small group, differentiated instruction by our ESL Staff.

4c. In order to accommodate ELLs with 4-6 years of service, we continue to provide rigorous academic instruction, specified according to each student's needs and proficiency level. Students continue to receive the required minutes of ESL and NLA instruction through small group, differentiated instruction. Students with 4-6 years of service are targeted for intervention based on student needs, focusing on improving reading comprehension, fluency and writing.

4d. In order to accommodate long-term ELLs, the student is placed with students of the same age and receives small group or individual instruction by our ESL and AIS teachers and the classroom teacher. Targeted intervention programs for our long-term ELLs in mathematics, ELA, and other content areas are provided by ESL, AIS and Bilingual staff during the day and during our morning program. The goal is to maintain the child in the appropriate grade group and engage the child on his instructional level using age appropriate materials.

4e. ELL students with special needs are evaluated by our Bilingual Instructional Support Committee. If the committee feels the child requires additional support services, a referral is initiated. In the meantime, the child receives at-risk services by our bilingual IEP teacher, AIS teacher and ESL staff. Students receive support services in ELA, mathematics, and science. They also have access to computer based programs in literacy and mathematics. Our ELL students who are in Self Contained Special Education classes receive instruction modified as indicated on their IEP. These children use the same core material as the rest of their peers. In addition, students may receive academic intervention and Speech services as mandated on their IEP by bilingual staff.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: 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.

NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

B. Programming and Scheduling Information

5. Targeted intervention programs for ELLs in ELA, Math and content areas are provided to the different ELL subgroups. Our SIFE and newcomer students receive instruction in Estrellita to become fluent in Spanish phonics during the day and during the extended day. All of our ELL students are given opportunities to use technology, i.e. NLA and Mathematics in Spanish and Odyssey ESL programs. ELL students in the ESL program receive small group instruction in English focusing on English Language Arts and Writing during our extended day. Students with IEPs receive the services designated by their IEP, in the language designated on the IEP.

6. Students who have reached proficiency on the NYSESLAT within the past two years are provided with additional support during the morning tutoring program. The students are receiving transitional support in reading and/or writing as determined by the student's individual needs. These students are identified to receive additional support to ensure their success on State and City assessments.

7. An improvement in our ELL program this year is that due to the number of ELL students in fourth grade, we moved our Self-Contained ESL class from 5th grade to 4th grade to ensure that our ELL students receive the support and services they need to improve their English proficiency levels. Also, last year we had a 4/5 TB Spanish bridge class. This year, we also added a Fourth grade TB Spanish English class, due to the number of newly enrolled ELLs whose parents chose a TB program. So we have a 3rd, 4th, and 5th grade bilingual class. This year we are implanting an ELL Strivers A after-school program for advanced proficiency students in 3rd, 4th, and 5th grade that focuses on improving their literacy skills and their ability to achieve on NYS Performance Assessments.

8. This year, due to parental choice for a TB Spanish program, we changed our second grade Dual Language class into a TB Spanish class. Parental choice shows that parents prefer a TB class with the goal of academic proficiency in English, instead of a Dual Language program. We will continue to educate our parents on the advantages of a Dual Language program for next year.

9. ELLs are afforded equal access to all school programs. They are invited to attend our extended day program to receive differentiated small group instruction. They are also invited to attend all afterschool programs in our school.

10. Instructional materials for grades K-3 were selected by New York City as part of the reading first initiative, based upon scientifically research based instructional practices. Materials for this program were selected by New York City. The materials are available in English and Spanish.Students in monolingual classes use the Harcourt Trophies reading program, in TB classes they use the Harcourt Trofeos reading program, which includes the five components of reading. This program is parallel to the instruction given in the monolingual classes. The methodologies that support balanced literacy include whole class and small groups, word study, read aloud, shared reading, guided reading, and accountable talk, modeled writing, and guided writing and strategy lessons. There is an emphasis on frequent formal and informal assessments in the native language, Spanish, as well as English. Students are assessed using EL-SOL, E-Class-2, DIBELS, IDEL, running records and Trofeos unit tests. Teachers in K-2 have also been trained in Reading Reform to help all students increase their reading proficiency in English.

In grades 4 and 5 students receive ELA instruction in Harcourt Trophies in the monolingual classes and NLA instruction in the TB class using Harcourt Trofeos. The writing units of study are infused with the reading contents to provide the students with a context to apply their writing skills. In TB classes students complete unit portfolio pieces in their native language and receive guided reading instruction in their native language. Materials used include Spanish guided reading books and Spanish language literature. Students are grouped for instruction based upon their instructional level in Spanish. Groups are dynamic and students move in and out of groups depending upon teacher evaluation. These groups are flexible to allow for maximum support to children and their academic growth. Teacher assessments used include: theme tests from Trofeos, Running Records assessments, and informal teacher observations and conferences. The same practices are mirrored in our monolingual classes with ELL students.

For the ESL component of the program we use Moving Into English by Harcourt in grades K-5. This program is used for children who score in the beginning and low intermediate proficiency level. The program is based upon social studies themes and includes instruction in the four modalities of listening, speaking, reading and writing. Students are placed in flexible groups according to their proficiency levels and move based upon teacher evaluation. For K-5 students who score in the upper intermediate and advanced proficiency levels we use guided reading materials and the ELL materials from the Harcourt, Trophies Program. Students are placed in dynamic groups based upon instructional levels and proficiency. Students work in small group to receive the maximum support and guided practice.

Step Up to Writing is used in grades K-5 to provide the structure that ELL students need to effectively communicate through the modality of writing. Step Up to Writing provides teachers with effective, multisensory writing strategies, aiming to improve the students' writing, reading, listening, and speaking skills.

All students receive instruction in Everyday Mathematics the in the language of instruction. The materials are available in Spanish and English. All 3-5 grade students participate in the New York State Mathematics assessments.

In grades 3-5, all classes (monolingual and bilingual) have grade-specific textbooks and Teacher Kit from Harcourt that meet NYS standards in social studies and science. These are used in conjunction Rosen Resource Kits and students practice DBQs to support the units of study.

11. Native language support is provided in each model. In TB classes, native language instruction is delivered in literacy, math and all content areas. Students receive instruction in Estrellita to become fluent in Spanish phonics. In literacy, students complete unit portfolio pieces and receive guided reading instruction in their native language. Materials used include Spanish guided reading books and Spanish language literature. Students are grouped for instruction based upon their instructional level in Spanish. Groups are dynamic and students

move in and out of groups depending upon teacher evaluation. These groups are flexible to allow for maximum support to children and their academic growth. Teacher assessments used include: theme tests from Trofeos, Running Records assessments, and informal teacher observations and conferences. Students have access to NLA computer software programs in their classroom. There is an emphasis on frequent formal and informal assessments in the native language, Spanish. Students are assessed using EL-SOL, E-CLAS-2, running records and Trofeos unit tests. All students in grades K-5 TB classes receive instruction in Everyday Mathematics in Spanish. Students in grades 3-5 use Spanish mathematics computer software programs. All 3-5 grade students participate in the New York State Mathematics assessments in Spanish. The content areas of Social Studies and Science are presented to the children in Spanish and English using ESL methodologies in our K-5 TB classes. Both languages are reflected in the classroom environment: process charts, content charts, word wall, alphabet charts, classroom libraries and evidence of student work. Classes follow the NYCDOE mandates for color coding of language use.

Native Language Support is delivered in self-contained and Push-In ESL programs as needed to facilitate the transference of the students' academic skills and knowledge from Spanish to English. Content-based vocabulary and academic language is reinforced through the use of cognates and instructional strategies that help transfer comprehension and phonetic skills from their native language to English.

12. ELL students' receive their required services and these services support the students' needs to acquire proficiency in English and achieve academic growth on their grade level. The resources used in monolingual and bilingual classrooms correspond to the ELLs' ages and grade levels, as do the resources used by our ESL, AIS and required services staff.

13. Our school assists newly enrolled ELL students before the beginning of the school in a variety of ways. If the newly enrolled ELL student was on our register at the end of the year, that student is invited to attend our ELL summer school program designed to foster academic growth and increase English language. All parents are encouraged to attend parent orientations for newly enrolled ELL students to learn about the program their student will be enrolled in and the academic, attendance and behavior expectations for the students in the school.

14. We are an elementary school Kindergarten through Fifth grade. Based on parental choice and the number of our students' whose home language is Spanish, we offered Spanish/English Transitional Bilingual classes.

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)?

Not Applicable

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.

PART IV D. Professional Development and Support for School Staff

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 at PS189 to meet the State's student academic standards. The following Professional Development plan is in place for our staff to support ELL performance:

- AUSSIE consultants provide all Teachers in grades K-2 with assessment and analysis techniques to improve student writing

- Professional Learning Teams in grades K-2 review their ongoing analysis of running records

- Kindergarten teachers receive training from a Reading Reform staff developer who works with the teacher to provide support in the instruction of phonemic awareness and phonics based on Orton-Gilingham principles of beginning reading and writing. The program focuses on developing reading, writing and spelling skills of ELLs using a multi-sensory approach incorporating ESL strategies such as TPR.

- Professional Learning Teams grades K-5 study and align the reading, writing and content area Common Core State Standards with New York State and City standards

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)	59	32	5	16	22	12								146
Intermediate(I)		28	23	14	22	13								100
Advanced (A)	25	11	58	34	47	16								191
Total	84	71	86	64	91	41	0	0	0	0	0	0	0	437

ades 3-5 integrate speaking and listening components from the Core Standards into peer and class discussions, ation and opinions

ides support to bilingual and monolingual teachers in the rigorous implementation of NYC core mathematics tandards including: Math Exemplars, Math Conferences and unit instructional and assessment timelines

nd lead teachers in grades K-5 partake in a pilot program to uniform assessment and improve writing in grades K-5. Specifically involving,

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		1	88	5	4	8							
	I		18	7	22	7	6							
	A		27	48	0	19	14							
	P		28	52	57	63	58							
READING/ WRITING	B		22	15	13	12	13							
	I		31	25	21	23	15							
	A		8	23	37	48	27							
	P		13	50	13	10	29							

ur guidance counselors and assistant principals are knowledgeable and up-to-date on the various choices and preparations that s as they transition from the elementary to middle school setting. The assistant principals and guidance counselors assist students ts with the application process, and facilitate the attendance to fairs and visits to prospective schools. Teachers provide our 5th s with a rigorous curriculum to prepare them for the for successful middle school academic transition. The ELL coordinator will fessional Development on ELL strategies in a middle school content area curriculum and turn-key the information to the 5th grade al learning team, ESL and Bilingual Teachers.

ur staff receives a minimum of 12.5 hours in ELL specific professional development in the following areas: student engagement, ng in reading and writing, and guided reading. In addition our special education teachers attend professional development in IEP g and implementation.

arental Involvement

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	37	37	9	1	84
4	21	48	5	0	74
5	30	34	13	0	77
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

curriculum, parenting issues, and life skills are offered to all parents. Monthly PTA meetings are scheduled and highly attended by the parents. Our school partners with community based organizations to offer on site adult ESL classes for beginner and intermediate levels and school day and

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	25	8	37	14	6	1	2	0	93
4	10	2	46	11	13	3	0	0	85
5	7	5	30	12	23	1	5	1	84
6									0
7									0
8									
NY Ed									

Part V: Assessment Analysis

A. Assessment Breakdown

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	8	1	25	0	33	10	3	0	80
8									0
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	4	11	7	4	42	4	6	0	78
8									0
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)	7	17	9	6				
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?

benchmarks. This trend is supported by the high frequency of assessments which enables the teacher to adjust instructional programs to meet individual needs of students. These assessments have demonstrated student growth through quantitative data gathering. Teachers have used this data to group students and differentiate instruction to support individual needs.

In the beginning of the year, the DIBELS instructional recommendations for Kindergarten students showed that 58 students were at an intensive level, 62 students were strategic level, and 52 were at a benchmark level. By the end of the school year, 13 students were intensive and 25 students were strategic and 141 were at a benchmark level.

In the beginning of the year, the DIBELS instructional recommendations for First grade students showed that 32 students were at an intensive level, 45 at a strategic level, and 93 at a benchmark level. At the end of the year, 37 were at an intensive level, 31 at a strategic level, and 110 at benchmark level.

In the beginning of the year, the DIBELS instructional recommendations for Second Grade students showed that 33 students were at an intensive level, 48 students were strategic level, and 81 were at a benchmark level. By the end of the school year, 38 students were intensive and 26 students were strategic and 99 were at a benchmark level.

This data shows that our students are making great improvements in Kindergarten. But as students move through end of year second grade level, the movement from Intensive to Strategic or Benchmark has decreased. The DIBELS assessment tests speed and accuracy, not assessing student comprehension rates. Since ELLs will naturally slow down when applying comprehension strategies, we have been focusing on increasing comprehension and fluency through vocabulary instruction and guided reading practices. Our students in first and second grade need to be challenged to think critically in order to develop higher order thinking skills and increase their comprehension. The Benchmark Reading Assessment Kit, implemented grades K-2, uses running records, which is enabling teachers to accurately assess ELLs for instruction to increase their reading level, with a focus on comprehension strategies.

2. Data patterns across proficiency levels on the LABR and NYSESLAT demonstrate that our ELL students have moved up the proficiency ladder, progressing from Beginner to Intermediate to Advanced to Proficient. In Spring 2010, 78 out of 484 students passed the NYSESLAT. 7 students in Kindergarten, 27 in First grade, 12 in Second, 9 in Third, 23 in Fourth, and 33 in Fifth. This year, the majority of our ELLs are at an Advanced proficiency level across the grade levels. Overall, from K-5 there are 191 advanced ELLs, 100 Intermediate ELLs, and 146 Beginner ELLs. The majority of our beginner students are in Kindergarten and First Grade, which is developmentally proper for new admit ELL students. We support our K and 1st grade students by servicing them the mandated minutes and implementing a differentiated, context-embedded, multisensory teaching approach. We also have 22 beginner students in 4th grade, 16 of whom are new admits as of this Fall or Spring of last year in our bilingual class. We have addressed the needs of these students in Fourth grade by adding a 4th grade bilingual class this year to give each student more individual attention, while fulfilling parental request for a transitional bilingual class.

We address the needs of our intermediate level students by ensuring they receive the mandated number of minutes for ESL instruction and providing them with rigorous and differentiated instruction in literacy. Last year, due to an analysis of 2009 NYSESLAT data, we implemented a writing unit for our first grade ELLs to concentrate on the basics of writing; complete and clear sentence structure, utilizing correct grammar and punctuation. We also implemented a Fourth Grade writing curriculum that focused on increasing students' ability to develop and organize their writing. Analysis of the 2010 data demonstrates that these initiatives had a positive affect on our ELLs achievement in the NYSESLAT. In 2009, 19 first grade students passed the NYSESLAT in comparison with 27 in 2010, and 11 Fourth grade students passed the NYSESLAT in 2009, with 23 passing in 2010. Therefore, we are continuing to focus on the ELL students writing capabilities this year, developing writing strategies that enable our ELLs to have a clear focus in their writing and progress into higher levels of English proficiency.

3. Analysis of the modalities this year shows that the majority of our students K-5 achieved proficiency in the Listening and Speaking portions. Our current First, Second, Fourth and Fifth grade students have a high number of students whom obtained an advanced level in the listening portion. In Third grade 0 students achieved advanced, with more students obtaining an intermediate level. As a result, although we are continuing to develop new strategies to improve structure and development to our student's literacy skills, we still have a need to increase our students' listening and speaking capabilities, as this will also foster greater development in literacy. Therefore, this year, we are going to increase the critical thinking response exercises and discussions in grades K-5. Students in grades 3-5 have been given a Speaking and Listening Checklist that is to be embedded in all content area instruction. The checklist incorporates the listening and speaking components of the Common Core State Standards, with a focus on information and opinion discussions. Students in grades K-2 will be encouraged to increase accountable talk, through responses to read alouds, storytelling, books on CD/tape; on-topic discussions with partners, in groups, and on a whole class level. We aim to increase our ELL students' ability to focus, stay on topic, and participate in meaning discussions, thereby increasing listening proficiency and supporting their ability to write.

4a. Across the grades and proficiency levels, the majority of ELLs in grades 3, 4, 5 obtained a level 2 on their ELA test. Many of ELLs also obtained a Level 1 on the ELA, further demonstrating that our ELL students need to strengthen their literacy skills. Our school wide initiative to increase academic rigor through data driven instruction has helped our teachers to focus on the needs of ELL studies. We have found the need to provide structure in literacy and foster growth in their listening and speaking skills. Therefore, we have incorporated the listening and speaking components of the Common Core standards into literacy instruction. We use The Benchmark Reading Assessment Kit in grades K-5 to provide continuity of assessment and instruction. This year we have chosen to participate in writing pilot that implements a school-wide baseline writing assessment three times a year. These writing pieces will be analyzed for the purpose of devising a cohesive

rigorous writing curriculum that will help our students meet or exceed NYS and NYC standards.

In mathematics, the majority of our all ELLs in grades 3-5 received a Level 2. The majority of students in our bilingual classes who took the mathematics test in their native language also received a Level 2. The data implicates that our students need to be better prepared to meet grade level assessments in English and Spanish. This year we opened a fourth grade bilingual class, instead of a bridge class, allowing the 3rd, 4th and 5th grade TB classes to have smaller class sizes to provide more support for these bilingual students, resulting in higher academic achievement. Our math coach provides professional development for grade level professional learning teams and bilingual teachers to help differentiate mathematics instruction.

In science, the majority of students obtained a level 3 in both the English and Spanish versions of the test. The Spanish results show that 10 out of the 11 students who took the test in Spanish scored a level 3. This data implicates that our instruction in the content area of science has been more effective than in math or literacy. Our use of ESL methodologies in the content area of science has been supportive to our ELLs achievement. Many of our ELL students in monolingual classes are still at a level 2 in science and our focus is to increase their capacity to apply critical thinking skills to the subject of science.

On the social studies test, the majority of our ELL students received a level 3 on the English version of the test. This data implicates that our instruction in the content area of social studies has been effective. Our use of ESL methodologies in the content area of social studies has been supportive to our ELLs achievement. In contrast the majority of our ELL students in our TB 5th grade class who took the Spanish version of the social studies test scored at a level one. We realize that the majority of these students who took the Spanish version were newly admitted ELLs who did not have a prior education in the content area as did the majority of ELLs in the monolingual classes. This indicates that these students in the bilingual class have a strong need to increase their social studies content knowledge in their native language.

The majority of our students enrolled in the TB classes who took the ELE scored at a majority Level 2, between the 26th and 50th percentile. This data indicates that our students in TB classes require more differentiated instruction in their native language arts skills to increase their ability to read in Spanish. This year our 3rd, 4th and 5th grade bilingual classes have smaller classes to increase individual attention for these students and help them strengthen their native language arts skills.

4b. School Leadership and teachers use assessment results to monitor students' progress, determine areas of strength and weaknesses and make instructional decisions to promote forward progress of our ELL students. Assessments are used to plan for professional development and inquiry work. Professional Development and professional learning teams (PLTs) will focus on increasing student engagement through rigorous instruction. The schools PLTs inquiry focus is to increase performance of our ELLs writing, engaging our students to use their critical thinking and analysis skills and using the students' writing pieces as a measurement of these skills. Teachers are targeting students' reading and writing skills by continuing to use conferencing, guided reading, and Step Up to Writing. Step Up to Writing will provide the structure that ELL students need to effectively communicate through the modality of writing. Step Up to Writing provides teachers with effective, multisensory writing strategies, aiming to improve the students' writing, reading, listening, and speaking skills. Teacher inquiry work will focus on implementing systematic vocabulary instruction. In order to build our students' background knowledge and vocabulary, Teachers will organize educational trips which are embedded into their curriculum. The following initiatives are responsible for our growth in ELL performance:

q Increased frequency of progress monitoring utilizing a uniform reading assessment benchmark kit

q Administration of running records to assess reading level

q Increased conferencing in writing and mathematics with emphasis on collaborative goal setting and monitoring of reading goals

q Utilization of Reading Behavior Checklist for individual students to identify areas of instruction in order to move reading levels

q All ELL students required to attend Morning Tutoring resulting in two (2) hours of additional instruction per week

q Funding of after school Ell program providing exposure to and development of literacy skills to increase listening, speaking and writing skills

q Professional development of staff to plan for differentiated instruction including non-linguistic activities specific to the needs of ELL students

q English as a Second Language teachers and Academic Intervention Services teachers support the literacy block with responsibility for student performance. This organization benefits all students in all classrooms providing more opportunity for engagement and effective differentiated, small group instruction.

4c. Our school is learning that ELLs need significant support structures, not only in the beginning and intermediate levels of acquisition, but in the advanced levels of acquisition in order to become proficient in English. In order to be proficient our students need continuous rigor in a curriculum that embodies conceptual understanding of challenging content and well-developed learning strategies that enable students to think critically, solve problems, and communicate in the language of instruction. We will continue to strive to engage our students in the development of their academic English across all four modalities of language acquisition: speaking, listening, reading, and writing. We continue to find that a student's native language skills are used in their language acquisition process and therefore for instructional purposes, we strive to increase students' achievement in Native Language Literacy, Math and Content Areas levels in our bilingual classes. Within the TB classes and the ESL program, instruction is in place to facilitate the transfer of students' skills from Spanish to English. Content-based vocabulary and academic language is reinforced through the use of cognates and instructional strategies that help transfer comprehension and phonetic skills.

5. Not Applicable

6. Evaluation of the success of our ELL program is based on the following factors:

- Proper Identification of ELL Students

We follow the New York State – LEP Identification Process, properly screening, administering the initial assessment, program placement and annual assessment of our ELL students.

- Parental Involvement

Our parents understand the ELL programs offered in NYC and their right to have a bilingual education for their child in NY State. Parents are educated on the benefits of bilingual education and their child's entitlement to ELL services.

- ELL Programs

We provide our ELL students with the mandated amount of services that they are entitled to receive. We provide TB Spanish program, self-contained ESL and push-in ESL programs based on parental choice and students' needs.

- Academic Rigor

We evaluate our instruction and resources ongoing to insure that we are providing our ELL students with a rigorous academic curriculum and differentiated instruction.

- Use of Native Language and English

Both our ESL and TB programs use Spanish and English languages in their instruction. Use of both languages are clearly defined and integrated to support all areas of instruction.

- Explicit ESL, ELA and NLA instruction

Our language instruction is aligned with the ESL, ELA, NLA standards. Teacher scaffold student's skills and understanding to increase English Language proficiency.

- Literacy Instruction in TBE

All TBE instructional strategies and activities reflect scientifically-based research and ongoing assessments. Students have access to technology and standards-based materials to support native language development and increase English proficiency.

- Content Area Instruction

Our content areas instruction is aligned with NY State Common Core and NYC standards. Content area instruction differentiated to meet students needs in the native language and through the use of ESL methodologies.

- Assessment in Two Languages

Our School Leadership Team and administrators use data from assessments in both languages to inform decision-making. Professional Learning Teams and Teachers use assessments to drive instruction.

- High Quality Teachers of ELLs

Our teachers hold the appropriate teaching certification and receive professional development on effective practices for ELLs.

- Yearly Revision of Our School's LAP

We evaluate and revise our LAP to ensure that our ELL program is successful

	Teacher/Subject Area		
E. Estevez	Coach		10/27/10
	Coach		
	Guidance Counselor		
	Network Leader		
A. Lorenzo	Other Business Manager		10/27/2010
	Other _____		
	Other _____		
	Other _____		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 189								
District:	6	**DBN:**	06M189	**School**		310600010189			

DEMOGRAPHICS

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

Enrollment			
(As of October 31)	2008-09	2009-10	2010-11
Pre-K	36	36	36
Kindergarten	169	173	182
Grade 1	155	169	178
Grade 2	178	163	187
Grade 3	165	180	173
Grade 4	183	165	182
Grade 5	171	177	133
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	0	6	5
Total	1057	1069	1076

Special Education			
(As of October 31)	2008-09	2009-10	2010-11
# in Self-Contained Classes	29	41	45
# in Collaborative Team Teaching (CTT) Classes	24	30	30
Number all others	61	40	40

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2008-09	2009-10	2010-11
# in Transitional Bilingual Classes	185	170	TBD
# in Dual Lang. Programs	33	0	TBD
# receiving ESL services only	354	327	TBD
# ELLs with IEPs	10	82	TBD

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

Attendance - % of days students attended:			
(As of June 30)	2007-08	2008-09	2009-10
	93.9	94.2	94.0

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	94.2	91.9	93.2

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	93.4	88.2	97.0

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	13	109	159

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	33	38	34

Suspensions (OSYD Reporting) - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	28	73	32
Superintendent Suspensions	19	18	12

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

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	84	87	79
Number of Administrators and Other Professionals	23	22	10
Number of Educational Paraprofessionals	3	4	13

Overage Students (# entering students overage for				Teacher Qualifications:					
	2007-08	2008-09	2009-10	*(As of October 31)*			2007-08	2008-09	2009-10
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school			100.0	100.0	100.0
				% more than 2 years teaching in this school			67.9	67.8	86.1
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			63.1	67.8	78.5
(As of October 31)	2008-09	2009-10	2010-11	*% Masters Degree or higher*			81.0	90.0	91.1
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers			100.0	100.0	99.0
Black or African American	0.7	0.7	0.7						
Hispanic or Latino	98.7	97.8	98.0						
Asian or Native Hawaiian/Other Pacific	0.1	0.4	0.4						
White	0.6	0.6	0.8						
Male	49.5	49.8	50.1						
Female	50.5	50.2	49.9						

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

SURR School (Yes/No)		If yes,							

Overall NCLB/Diferentiated 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:

Elementary/Middle Level		**Secondary Level**	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

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

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

American Indian or Alaska Native						
Black or African American	-	-				
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-				
Multiracial						
Students with Disabilities	v	v	-			
Limited English Proficient	v	v				
Economically Disadvantaged	v	v				
Student groups making	5	5	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		**Quality Review Results – 2009-10**	
Overall Letter Grade:	A	**Overall Evaluation:**	NR
Overall Score:	62.2	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	10.1	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	6.6	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 25% of the		Quality Statement 5: Monitor and Revise	
Student Progress:	41		
(Comprises 60% of the			
Additional Credit:	4.5		

KEY: AYP STATUS	**KEY: QUALITY REVIEW SCORE**
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