



P.S. 89Q ELMHURST

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 24Q089
ADDRESS: 85-28 BRITTON AVENUE
ELMHURST, NY 11373
TELEPHONE: 718-898-2230
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 89Q **SCHOOL NAME:** The Elmhurst School

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

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

SCHOOL CONTACT PERSON: Laura Kimball, AP **EMAIL ADDRESS:** Lkimbal@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kristine Leonardi

PRINCIPAL: Casper A. Cacioppo

UFT CHAPTER LEADER: Kristine Leonardi

PARENTS' ASSOCIATION PRESIDENT: Debora Martinez

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24Q **SSO NAME:** CFN 410

SSO NETWORK LEADER: Altagracia Santana

SUPERINTENDENT: Madelene S. Chan

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Casper Cacioppo	*Principal or Designee	
Kristine Leonardi	*UFT Chapter Chairperson or Designee	
Debora Martinez	*PA/PTA President or Designated Co-President	
Marisa Bassi	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Tania Elgueta	Member/Parent	
Narcisa Salazar	Member/Parent	
Paul Sinchi	Member/Parent	
Rosa Sisalima	Member/Parent	
Eleazar Rubi	Member/Parent	
Karen Creditor	Member/Staff	
Monika Hannon	Member/Staff	
MaryAnn Walter	Member/Staff	
Lorraine Farrauto	Member/Staff	
Diane Yodice	Member/Staff	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Vision

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

Mission

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

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

- P.S. 89, situated in a low socio-economic area of Elmhurst, Queens, and comprised of a culturally diverse student population, is one of the largest elementary schools in New York City. Our student body consists of an English Language Learner (ELL) population that is equal to fifty-four (54%) percent of our entire enrollment of nearly 1800 students. The school was restructured nine years ago into three (3) smaller vertical academies to afford our students and parents more personalized attention.*
- Our overall performance on the New York City (NYC) Progress Report Card reflects that we had made significant progress. We have been recognized by the Chancellor for 'Excellence' in having achieved an 'A' on our Progress Report Card, and a 'Well-*

Developed' in our Quality Review for the 2006/2007, 2007/2008 and 2008/2009 school years. Moreover, our school was awarded \$55,000 in 2007/2008 for our accomplishments. This growth is a result of the entire school community's commitment to providing exemplary methods of instruction, the determination to improve individual student outcomes, and the high expectations that have been established for overall student achievement. Although P.S. 89 school building was erected more than 100 years ago, we pride ourselves on maintaining an attractive, and welcoming multi-cultural learning environment. Our attendance rate has been consistently in the 95% range, which is well above the city average.

- *A variety of factors have contributed to our overall academic progress and standing with New York State Education Department. There are a high percentage of immigrants residing in the Elmhurst Community. In addition to the linguistic challenges that face many new Americans, the low socio-economic area in which our school is located, and the lack of family literacy skills at home, have also contributed to an achievement gap. Parent support is often limited, since in the majority of students' homes the language spoken is other than English. Finally, the ELL population is required to take the New York State (NYS) English Language Arts (ELA) exam after only one year of attendance, regardless of their limited English proficiency and brief length of residency in this country. Despite these challenges, P.S. 89 continues to improve academic outcomes for all students and has made adequate yearly progress for all subgroups for the 2008/2009 school year.*
- *We are proud of the professional partnership we have maintained for the past six (6) years with the Teacher's College Reading and Writing Project (TCRWP) of Columbia University. This partnership supports literacy instruction through providing professional development for our teachers and school leaders and has contributed to the improvement of overall student academic achievement and standardized test scores.*

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

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

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

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2006-07	2007-08	2008-09		2006-07	2007-08	2008-09
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	150	184	140				
# receiving ESL services only	671	665	735	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	55	139	136	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	109	122	126
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	13	18	22
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	9	10
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.2	0.2	0.2	Percent more than two years teaching in this school	64.2	61.5	55.6
Black or African American	0.4	0.2	0.4	Percent more than five years teaching anywhere	54.1	52.5	52.4
Hispanic or Latino	72.6	75.1	75.5				
Asian or Native Hawaiian/Other Pacific Isl.	21.6	19.3	19.0	Percent Masters Degree or higher	91.0	87.0	88.0
White	5.2	5.1	4.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.9	98.3	97.3
Male	49.0	49.4	49.8				
Female	51.0	50.6	50.2				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

	Math:	IGS	Math:			
	Science:	IGS	Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-				
Black or African American		-				
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	√	√	√			
White	-	-	-			
Other Groups						
Students with Disabilities	√ ^{SH}	√	√			
Limited English Proficient	√	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	6	6	6	0	0	0
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

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

A review of the Demographics and Accountability Snapshot shows an accountability status of NCLB Restructuring. As a result of this status, a school restructuring plan was developed seven (7) years ago, in which a restructuring option was chosen and the plan for implementing that option was approved by the New York State Education Department. This plan outlined a dramatic change in school structure/organization that included the creation of three vertical learning academies each supervised by an Assistant Principal. This organizational structure promotes the following: small manageable units; more personal attention and support for students; empowerment of teachers and administrators to monitor student growth longitudinally; and development of cross-grade experiences and collegial affiliations among all staff. It also allows for direct input from the staff, increased teacher/student supervision and increased teacher-supervisory conferences. This organizational structure affords parents the opportunity to develop and maintain relationships with teachers and supervisors over the entire period of their children's enrollment. This model also increases access to supervisors located within each learning

community, and improves overall communication between students, staff and supervisors. Since the implementation of P.S. 89's restructuring plan, there has been consistent improvement in academic performance on all NYS exams.

Recent data from P.S. 89's NYC Report Card reflects improvement in academic achievement for all students. For several years a major area of concern has been the academic achievement of our Limited English Proficient subgroup. To improve the performance of English Language Learners (ELLs), the implementation of focused interventions and improved instructional programs have led to the Limited English Proficient subgroup meeting the performance criteria for 2007, 2008 and 2009. Furthermore, a review of the NYS ELA Exam results from the Accountability Status Report 2008-09 revealed that the ELL subgroup continued to make significant academic progress, meeting their performance criteria and achieving a performance index of 151 which was a 21 point increase from the previous year. While we celebrated this great accomplishment, the school community was faced with a new challenge in 2008. The Students with Disabilities subgroup achieved a performance index of 90 on the NYS ELA Exam, which was one point below the safe harbor target. This resulted in a school accountability status of Restructuring - Year 5 for the 2008-2009 school year. The school community met this challenge successfully so that in 2009, the most recent available NYS ELA Exam Accountability Status Report indicates that the Students with Disabilities Subgroup not only met the Safe Harbor Target of 101, we exceeded the target by 15 points with a performance index of 116. Furthermore, we celebrate the achievement of making AYP in English language arts on all 6 accountability measures.

In response to our performance data, P.S. 89 as a learning community, is at all times proactive in researching and implementing innovative programs and methods in order to continue to improve the achievement of our students, especially English Language Learners and Students with Disabilities. Since the inception of the restructuring plan, such programs that have been implemented are: Teachers College Reading and Writing Project, Wilson Foundations, Everyday Math (workshop model), English Language Laboratories, Rigby on Our Way to English, Delta Science Modules and Houghton Mifflin Social Studies. In addition, P.S. 89 continues to focus on providing targeted academic

intervention services for at-risk students and develops programs and structures that will enable students to meet grade level standards. Our current programs include: An Early Intervention Reading Laboratory, Rosetta Stone, Leveled Literacy Intervention, and targeted after school literacy intervention programs.

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

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

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

gain, we have created an inquiry team to study this further.

The Mathematics data shows the percentage of students at proficiency levels 3 and 4 has increased by 7.7% from 2007 (79.2%) to 2008 (86.9%); the percentage of students at proficiency levels 3 and 4 for 2009 is 88.6 % which is an increase of 1.5%. While the results are positive they are not significant; therefore, we have created an inquiry team to study this further. In addition to the large percentage of students achieving at or above grade level expectations in Mathematics, there was also an increase of 7.3% from 2008 (61.8%) to 2009 (69.1%) of students making one-year progress in mathematics.

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

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

1. PS 89 Professional Development

- PS 89 has implemented a focused and ongoing professional development program in literacy for the past nine years. We continually gather data from the staff regarding their needs in professional development in order to improve the quality of teaching. This data was used to create a cadre of new courses to meet their needs for the 2009-2010 school year. Based on feedback from teachers, we will add to the selection of professional*

development courses currently being offered by staff developers from TCRWP, by taking advantage of the expertise of current staff members. In 2010-2011, teachers will act as adjunct instructors, providing college level coursework to their colleagues. The courses will be added to the professional development guide and teachers will sign up for those that meet their instructional needs.

- *All classroom and OTP teachers will continue to be afforded the opportunity to participate in course cycles of professional development, around various topics, provided by TCRWP staff developers and P.S. 89 Teacher Adjunct Instructors.*
- *PS 89's professional development is aligned with the goals outlined in our CEP.*
- *Classroom lab sites are used on every grade (K-5) to demonstrate and practice new initiatives and instructional methods.*
- *To support our new teachers in the readers, writers, and mathematics workshop we created a New Teacher Institute. The New Teacher Institute (NTI) provides a yearlong, weekly, new teacher course that begins with an overview of each workshop. The course then explores each component of the workshops more thoroughly in order to deepen the teachers' understanding.*
- *We created smaller, more focused NTI Professional Development groups by grade level, K- 2, and 3- 5 to allow for more differentiated, grade-specific support during Professional Development meetings.*

2. Building Capacity/Leadership

- *We have made a concerted effort to build capacity in our school by encouraging leadership among teachers. Choosing exemplary faculty to join the professional development staff as P.S. 89 Adjunct Instructors for the upcoming school year will further the professional climate and deepen our learning community.*

- *This year, we will continue to maintain two staff developers from our pedagogical staff. These professionals were chosen because of their exemplary classroom practices and willingness to learn and share their expertise with their colleagues.*
- *The staff developers' roles are divided by grade level, K-2 and 3-5 to allow for more focused support in the classroom.*
- *To support our Dual Language Program, we have designated an exemplary pedagogue as the Dual Language Coordinator. The role of the Dual Language Coordinator is to provide support to the Dual Language teachers by assisting them with materials, supplies, and as needed. Furthermore, the Dual Language Coordinator serves as a facilitator for communication among the 12 Dual Language teachers.*
- *To further collegial support, a peer inquiry procedure was integrated into our teacher observation system and will be continued for this school year. Peer Inquiry allows teachers to self-direct their professional growth under the supervision of an administrator. The teacher chooses an area of instruction they wish to improve upon, observes a colleague who has demonstrated exemplary practices in that area, and then the colleague observes the teacher/learner and provides feedback and instructional support.*
- *A climate of inquiry learning is encouraged among classroom teachers with each grade level conducting a study into an area of mutual interest. Using data collected in their own classrooms, the effects of instructional practices are studied and plans are created to implement methods, which prove to be effective. The grade level inquiries meet each month at unit planning and grade meetings.*

3. Assessment / Instruction

- *Teachers are using both formative and summative data to differentiate instruction within small groups and in individual conferences.*

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

Science, Social Studies and Grammar. These assessments will be given triennially to measure progress across the year.

- *All school data is being disaggregated to monitor the progress of our subgroups, primarily English Language Learners, Special Education Students and Gender. The information is generated into report format for parents, teachers and administrators in order to drive instruction, develop programs and track progress. The periodic reports are distributed to all stakeholders for review and analysis.*

SECTION V: ANNUAL SCHOOL GOALS

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

1. *To continue to focus sharply on developing strategies to raise the achievement of English Language Learners in English Language Arts by providing differentiated ESL instruction so that by June 2011, the number of ELL students performing at levels 3 and 4 on the Teachers College ITA Reading Assessment will increase by 10%*

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

- 2. To continue to improve educational outcomes for 'at-risk' students, including ELLs and Special Education students, by providing targeted academic intervention based on summative and formative data so that by June 2011, the number of at-risk students in grades K-5 on the Teachers College ITA Reading Assessment will decrease by ten (10) percent.*

Recent data from P.S. 89's NYC Report Card shows improvement in academic achievement for all students in ELA. Although P.S. 89's current School Accountability Status Report in ELA shows we have made AYP for all subgroups, we must continue to improve educational outcomes for 'at-risk' students in English Language Arts, including Special Education students, by providing targeted academic intervention based on summative and formative data. In order to reduce the number of students performing at Level 1 in English Language Arts, we will: continue to provide targeted Academic Intervention Services (AIS) programs within the school day, including early intervention in Kindergarten, Reading Labs, Leveled Literacy Intervention, and provide professional development which will include methods for differentiating instruction for at-risk students including special education students. In addition, after school programs will continue to provide targeted academic intervention to at-risk students. The instructional cabinet will continue to meet periodically to review the academic progress of at-risk students, including special education students. Additionally, the Special Education Coordinator will continue to monitor special education services, and a state of the art Learning Lab will continue to provide an instructionally supportive environment for our students receiving Special Education Teacher Support Services (SETSS). We will also continue to track the performance of at risk students in ELA periodically to determine the effectiveness of our programs and interventions, so that we can add or revise services. We have, therefore, created this school goal to insure the continued academic improvement of at risk students.

- 3. To continue to focus sharply on developing strategies to raise the achievement of all students including English Language Learners and Special Education Students in writing by providing explicit instruction in the conventions and grammar of*

English so that by June 2011, the overall level of performance on the Principal's English Grammar and Conventions Assessment will increase by 10%.

This goal was created in collaboration with teachers on the School Leadership Team, Grade Level Inquiries and Focus Groups. A review of published student writing samples in all grades, as well as student performance on the Writing Strand of the NYSESLAT Exam, continues to show a need for further instruction in English grammar and conventions. Since over 800 students at P.S. 89 are English Language Learners (ELLs), there is a significant need for the explicit teaching of English grammar. To improve instructional practices, a core curriculum program that focuses on grammar instruction and writing conventions will be purchased to supplement our current literacy program. Teachers will be provided with professional development in grammar instruction and conventions in order to insure the highest level of standards-based instruction. Teachers will become more skilled in modeling conventions of English grammar and mechanics. The strengthening of instructional methods will improve students' independent writing ability. Grammar, mechanics and conventions will be added as a focus to monthly grade level collaborative planning sessions and grade level academy meetings throughout the year. Topics to be included are methods of instruction, assessment of writing mechanics, creating writing rubrics, and using the word wall to improve spelling. Informal supervisory instructional walkthroughs will be conducted periodically with a focus on instruction of English grammar and conventions. To measure student progress, we will create a Principal's Content Assessment on English Grammar and Conventions to be administered triennially.

4. In July, 2010 the New York State Department of Education adopted the new Common Core State Standards. Since the P.S. 89 mission states "Every student at P.S. 89 Queens will receive a solid foundation for learning through high quality, standards-based instruction," we have developed a fourth goal for the 2010-2011 school year. To insure that the curriculum at P.S. 89 is meeting the new Common Core State Standards (CCSS) the pedagogical staff will engage in a yearlong curriculum review, so that by June 2011 85% of the units of study in reading, writing and content area subjects will reflect the Common Core State Standards as indicated on the unit plans.

Teachers will review the Common Core State Standards (CCSS) for reading, writing, speaking and listening each month during collaborative unit planning sessions. All planning sessions will include time specifically for addressing the CCSS. The unit goals and teaching points will be analyzed to determine which CCSS are being addressed. The pedagogical staff will search for gaps in the curriculum and develop goals, structures or methods to address the CCSS not being met within the unit. The unit plans will be revised to include the curriculum changes. Professional development (PD) will be provided to all teachers on the CCSS during monthly faculty conferences. Furthermore, the CCSS will be integrated into all professional development meetings as noted on the PD agendas. Targeted after-school programs provided for at risk students will include CCSS on the proposals for the program and integrate the CCSS in the instruction.

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): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to focus sharply on developing strategies to raise the achievement of English Language Learners in English Language Arts by providing differentiated ESL instruction so that by June 2011, the number of ELL students performing at levels 3 and 4 on the Teachers College ITA Reading Assessment will increase by 10%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Strategies/Activities</u></p> <ul style="list-style-type: none"> • Maintain the ESL Balanced Literacy Program: Rigby ‘On Our Way To English’ • Maintain (3) English Language Laboratories • Provide collaborative grade level planning sessions in order to develop differentiated literacy instruction through planning effective mini-lessons, small group strategy lessons, individual conferences and guided reading lessons • Provide academic intervention services to ELLs who are performing well below grade level (Reading Labs, Leveled Literacy Intervention, and after school literacy programs) • Continue the use of Rosetta Stone ESL software to support newcomers in every classroom in Grades 2-5 • ELL Newcomers’ Kits <p><u>Target Population</u></p> <ul style="list-style-type: none"> • English Language Learners

	<p><u>Responsible Staff Members</u></p> <ul style="list-style-type: none"> Principal, Assistant Principals, Inquiry Team, Staff Developers, ESL Coordinator, Dual Language Coordinator, ESL Teachers, Special Ed Coordinator, Classroom Teachers, and AIS Teachers <p><u>Implementation Timeline</u> September 2010 – June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I SWP, CFE SY '09, Tax Levy FSF Summer Roll Over, Tax Levy DRA Stabilization, Title III LEP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> Monitoring for Results TC Assessment data will be collected quarterly in grades K-2 and triennially in grades 3, 4 and 5 to insure that students are moving at least one reading level per assessment period (Two levels per assessment period in grade 1) Monitoring for Writing Progress TC Narrative Writing Assessment will be collected triennially in grades K-5 to track student progress toward achieving grade level benchmarks

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continue to improve educational outcomes for ‘at-risk’ students, including ELLs and Special Education students, by providing targeted academic intervention based on summative and formative data so that by June 2010 the number of at-risk students in grades K-5 on the Teachers College ITA Reading Assessment will decrease by ten (10) percent.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Strategies/Activities</u></p> <ul style="list-style-type: none"> Review summative and formative data for all at-risk students. Determine academic needs based on data and develop programs that target skills deficiencies. Assign staff and purchase materials that target the needs of at-risk students Schedule targeted academic intervention services for at risk students who are performing well below grade level using Kindergarten Oral Language Intervention, Early Childhood Reading Labs, Leveled Literacy Intervention, Foundations, and after school literacy programs. <p><u>Target Population</u></p> <ul style="list-style-type: none"> At-Risk students in Grades K-5 <p><u>Responsible Staff Members</u></p> <ul style="list-style-type: none"> Principal, Assistant Principals, Inquiry Team, Staff Developers, Speech Teachers, ESL Teachers, Special Ed Coach, Classroom Teachers, and AIS Teachers <p><u>Implementation Timeline</u></p> <ul style="list-style-type: none"> September 2010 – June 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I SWP, Tax Levy DRA Stabilization, NYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> Monitoring for Reading Progress TC Assessment data will be collected quarterly in grades K-2 and triennially in grades 3, 4 and 5 to insure that students are moving at least one reading level per assessment period (Two levels per assessment period in grade 1) Student progress will be tracked using the Student Tracking Assessment Report (S.T.A.R.) to periodically monitor the effectiveness of the academic intervention services and adjustments will be made in accordance with the data collected

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to focus sharply on developing strategies to raise the achievement of all students including English Language Learners and Special Education Students in writing by providing explicit instruction in the conventions and grammar of English so that by June 2010, the overall level of performance on the Principal’s English Grammar and Conventions Assessment will increase by 10%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Purchase a core curriculum (Daily Oral Language Plus) that focuses on explicit instruction of English grammar and conventions. • Beginning in September 2010, provide professional development to all classroom teachers on planning and implementing a curriculum for English grammar and conventions. • Teachers participate in professional development activities focusing on methods of instruction on English grammar and conventions; this may include coursework, peer inquiry, grade meetings, unit planning, etc. • Utilize lab sites to demonstrate best practices in methods of instruction of English grammar and conventions. • Create a Developmental Continuum of Writing Mechanics to use for assessment and instruction. • Conduct supervisory instructional walkthroughs with a focus English grammar and conventions. • Review student performance on the Principal’s English Grammar and Conventions Assessment triennially to monitor progress toward goal <p><u>Target Population</u></p> <ul style="list-style-type: none"> • All students Grades 1-5 <p><u>Responsible Staff Members</u></p> <ul style="list-style-type: none"> • Principal, Assistant Principals, TCRWP Staff Developers, Literacy Coaches, and Classroom Teachers <p><u>Implementation Timeline</u></p> <ul style="list-style-type: none"> • September 2010 – June 2011

Subject/Area (where relevant): Curriculum and Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To insure that the curriculum at P.S. 89 is meeting the new Common Core State Standards (CCSS) the pedagogical staff will engage in a curriculum review so by June 2011 80% of the units of study in reading, writing and content area subjects will reflect the Common Core State Standards as indicated on the unit plans.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Strategies/Activities</u></p> <ul style="list-style-type: none"> • Teachers will review the Common Core State Standards (CCSS) for reading, writing, speaking and listening each month during collaborative unit planning sessions. • All planning sessions will include time specifically for addressing the CCSS, where the unit goals and teaching points will be analyzed to determine which CCSS are being addressed. • The pedagogical staff will search for gaps in the curriculum and develop goals, structures or methods to address the CCSS not being met within the unit, and then the unit plans will be revised to include the curriculum changes. • Professional development (PD) will be provided to all teachers on the CCSS during monthly faculty conferences. Furthermore, the CCSS will be integrated into all professional development meetings as noted on the PD agendas. • Targeted after-school programs provided for at risk students will include CCSS on the proposals for the program and integrate the CCSS in the instruction. <p><u>Target Population</u></p> <ul style="list-style-type: none"> • All teachers, coaches, staff developers, and administrators <p><u>Responsible Staff Members</u></p> <ul style="list-style-type: none"> • Principal, Assistant Principals, Inquiry Team, Staff Developers, Speech Teachers, ESL Teachers, Special Ed Coach, Classroom Teachers, and AIS Teachers <p><u>Implementation Timeline</u></p> <ul style="list-style-type: none"> • September 2010 – June 2011

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I SWP, Tax Levy DRA Stabilization, NYSTL</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 85 % of the monthly unit plans collected by the principal will reflect the Common Core State Standards (CCSS) • Agendas for all professional development sessions will include time allotted for CCSS • Proposals for after-school programs will include CCSS

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

FOR ALL SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	50	50	N/A	N/A	21	17	17	15
1	95	44	N/A	N/A	26	20	20	7
2	72	44	N/A	N/A	30	32	32	8
3	143	112	N/A	N/A	36	15	15	9
4	130	97	35	12	34	25	25	7
5	131	78	12	70	44	25	25	5
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).			
English Language Arts:	Grade(s) Serviced	Main Focus	Method of Delivery	When Service is Provided
Fundations	Kindergarten – Second Grade	Phonics and Phonemic Awareness	Small group	60 minutes 4x/week
Kindergarten Oral Language Program	Kindergarten	Oral Language	Small Group	30 minutes 3x/week
Lectura	Kindergarten - Third Dual Language.	Spanish Phonics	Individual basis	20 minutes 2-3x/week
Lexia	Second - Fifth	Phonics	Individual basis	20 minutes 2-3x/week
Leveled Literacy Instruction	Second - Fifth	Phonics, Fluency and Comprehension	Small group	30 min. 5x/week
Reading Excellence and Discovery (READ-SES)	Kindergarten and First	Reading	Individual basis	90 min 3x/wk
Supreme Evaluation (SES)	Kindergarten - Fifth	Reading and Math Skills	Small group	90 min. 2x/wk
Child Center of New York (SES)	First - Fifth	Math and Literacy Skills	Small group	120 min. 2x/wk
Early Intervention Reading Lab	Second	Reading	Small group	45 min. 5x/wk
Afterschool Literacy Programs	Second – Fifth	Reading	Small group	60-90 min 3-4x/week

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

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

NCLB/SED requirement for all schools

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

****Please see document attached.**

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): 2 – 5 Number of Students to be Served: 80 LEP _____ Non-LEP _____

Number of Teachers 6 Other Staff (Specify) 3 Supervisors

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.

P.S. 89, is located in Elmhurst, Queens. It is a Title I school with a low socio-economic level of 87%. P.S. 89, has an extremely high multicultural population consisting of 75.7% Hispanic, 4.7% Caucasian, 0.42% African American, 19% Asian and others and is one of the largest elementary schools in New York City. Our student body consists of an English Language Learner (ELL) population that is equal to 54% of our total enrollment of 1727 students. Although data from the New York City Report card reflects improvements for all students, a major area of concern is the low academic achievement of our ELL subgroup. A review of the New York State ELA exam results from the 2007-2008 accountability status report reveals that our ELL subgroup did not meet the performance criteria in order to make the required AYP in the New York State Assessment. Although the school did meet AYP for all groups in 2008-2009, including the ELL subgroup, the school's status remains Restructuring (Advanced) pending the outcome of this year's assessments. The school is divided into three vertical academies encompassing grades K-5. An Assistant Principal is assigned to each academy, which allows for more individualized attention, support and monitoring of students' progress. Currently, P.S. 89 has an enrollment of 868 English Language Learners of which 60 are newcomers. All of the above factors influenced the decision to create a supplemental, full-time ESL Coordinator position. This is strictly a supplemental position, and in no way is the existence a fulfillment of any state mandates.

Responsibilities of the ESL coordinator include:

- Supporting parents of ELLs to facilitate the transition into a new school
- Providing workshops for parents of ELLs throughout the school year.
- Providing extensive training and support to ESL teachers, particularly new ESL teachers as well as demonstrating lessons and providing coaching for ESL teachers
- Providing professional workshops for ESL teachers, and sharing information leading to their own professional growth.
- Conducting school-wide professional staff development related to ESL Standards, language acquisition, ESL strategies and methodologies, including effective instructional practices for ELLs, as well as providing awareness of all ESL regulations and policies.
- Providing continuous consultation to regular classroom teachers, content teachers and AIS teachers; offering best practices and support limited proficient students in their classrooms.
- Mentoring and providing constant support to ESL teachers with the implementation of the Rigby ESL Program, and professional development in instructional methods including differentiated instruction to assist students in becoming self-sufficient in English as quickly as educationally possible.

- Meeting with all ESL teachers weekly to discuss ESL instructional strategies, procedures, resources and ways to ensure consistent and high quality ESL instructional program, as well as updated information on ESL compliance.
- Assisting ESL teachers in developing and implementing assessment tools to evaluate the needs of ELLs to drive instruction
- Providing oral and written (Chinese) translations as needed.
- The daily schedule of the ESL coordinator varies from day to day as it addresses the needs of classrooms, students, teachers and ELL parents through observations and communications with the Parent Coordinator

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

Rationale of Program (Targeted Students)

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

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

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

Program Goal

The goal of the 2010-2011 P.S. 89Q Mondo After-School Program is to improve the reading and writing outcomes for English Language Learners in Grades 2-5, through the combined Mondo publishing *Let's Talk About It! Oral Language Reading & Writing Program* and the Mondo *Intervention for Extended Learning* program. Both intervention programs establish data-driven focused instruction and employ a variety of instructional approaches designed to meet the needs of the English Language Learner during a 90-minute, 150 day schedule:

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

Instructional Program

Title III program provides Newcomers and Beginner English Language Learners with supplemental instruction using the *Mondo Intervention for Extended Learning* program. The instructional program will service Newcomers and Beginner ELLs in grades 2, 3, 4, and 5 who score at the Beginning level on the 2008-2009 NYSESLAT. The Mondo After-School program specifically addresses instruction in English to improve literacy performance. Three groups will meet (two) 2 days per week (Monday/Wednesday and Tuesday/Thursday) from 3:00 p.m. – 4:30 p.m. Each class within the program will service approximately 12-15 students. There are three (3) teachers who will administer the program, one of whom is fully ESL and Bilingual certified; (2) supervisors will train the teachers in the program, administer monthly professional development, assess student progress and oversee the program until the end of May.

Program Descriptions

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

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

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

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

Rationale of Program (Targeted Students)

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

- 43.7% of students (132 out of 302) are performing at Levels 1 and 2
- 78.0% of students performing at Levels 1 and 2 (108 out of 132) are English Language Learners (ELLs)
- 24.5% of students (74 out of 302) are performing at Level 1 – 90.5% (67 out of 74) are ELLs

Early intervention is crucial in order to insure the best long-term outcomes for students.

Program Goal

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

Instructional Program

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

Program Descriptions

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

- Letter Formation
- Phonological Awareness
- Sound Mastery
- Phonics
- Vocabulary
- Sight Word Instruction
- Fluency
- Comprehension
- Written Composition

The Fluency FIRST! Program builds students’ reading fluency. Reading fluency is the ability to read accurately,

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

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

Assessment

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

Professional Development Program – 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.

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

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

Section III. Title III Budget

School: 89Q

BEDS Code: 342400010089

Allocation Amount: \$129,100.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	<i>\$ 55,946.87</i> <i>26,105.00</i> <i>32,927.00</i>	<i>Salary of the ESL Coordinator</i> <i>Supervisor</i> <i>Teacher</i>
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$14,121.00	<i>Mondo Oral Language read aloud materials, Fluency First Materials, Chart paper, markers, copy paper, Various educational supplies and materials.</i>
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	<i>\$ 129,100.00</i>	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

- [] Goals and expectations for student performance*
- [] Student behavior and discipline issues*
- [] Homework*

- [] Promotion in doubt*
- e. Family support*

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
3. Enter the anticipated Title I, Part A allocation for 2010-11:	1,266,700.	27,384.	1,294,084.
4. Enter the anticipated 1% set-aside for Parent Involvement:	12,667.	280.	12,947.
5. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	63,336.	*	
6. Enter the anticipated 10% set-aside for Professional Development:	126,670.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
Teachers, who do not possess the necessary certification in order to meet the High-Quality Teacher standards in core academic subjects, will receive support in the form of information, reminders, and compensation to obtain the necessary requirements. Teachers, who are not successful at achieving the necessary certification, will be placed in positions for which they are highly qualified. This will insure that all High-Quality Teachers teaching in all core subjects for the 2010-2011 school year.

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

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

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

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

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

I. General Expectations

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

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



Definition:

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

II. Implementation

1. P.S. 89Q established a parent involvement committee in which the parent coordinator has recruited an equal number of parent participants to teachers. This committee is responsible for the creation of the parent involvement plan; therefore, parents are involved in the development of the plan.
2. P.S. 89Q involves parents in school review and improvement by having parents complete needs assessment surveys, participate in school leadership, participate in the parent involvement committee and volunteer as learning leaders.
3. P.S. 89Q will inform parents of current units of study in reading, writing, science, social studies and math through a centrally located bulletin board. Teachers will inform parents of new units of study and invite parents to end of unit curriculum celebrations throughout the year.
4. P.S. 89Q will integrate parent involvement with Universal Pre-K programs by inviting parents of pre-school children to P.S. 89Q parent workshops.

5. P.S. 89Q will conduct an annual assessment survey to determine the effectiveness of its parental involvement policy for *all parents*, especially for parents with limited income, special needs, limited English proficiency, limited literacy and including all ethnic groups. The results of this survey will be used to plan parental involvement activities and programs to meet their needs.
6. P.S. 89Q will build school and parent capacity by providing the following activities:
 - Inform parents of state academic standards, benchmarks, standardized testing requirements, promotional criteria and how to monitor their child's progress.
 - Inform parents of supplemental educational services available.
 - Provide materials and training to foster literacy and parental involvement through programs such as: GED preparation, First Steps, ESL, Nutrition, Math and Literacy, Preparing Parents for parent-teacher conferences.
 - Coordinate and integrate parent involvement programs with pre-school students through kindergarten orientation, First Steps Parent Toddler Program and inviting Universal Pre-K parents to attend P.S. 89Q parent workshops.
 - P.S. 89Q makes every effort to insure that information is made available in the parents language of understanding through written translation of fliers, memos, parent notices and provides oral translation during parent workshops and meetings. The school is in the process of creating an in-house translation committee, of parents and teachers, which will build capacity.



III. Discretionary Activities

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

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

IV. Adoption

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



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

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

(See ***School-Parent Compact*** below)

PS 89Q – THE ELMHURST SCHOOL

“Where Believing is Achieving”

Student-Parent-School Compact

Mission Statement

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

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

Student Signature

Parent Signature

Teacher Signature

Principal Signature

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.

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

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

PS 89's Comprehensive Educational Plan for 2009-2010 will reflect a concerted effort and specific plans to address the low academic achievement of all students, with an emphasis on focused interventions for Students with Disabilities (SWD) and ELL students. These priorities are based on the findings of a comprehensive needs assessment. The priorities are as follows:

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

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

To improve the overall academic performance of Students with Disabilities:

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

- *Students with Disabilities will be closely monitored by teachers to insure they are meeting their IEP goals as well as instructional targets.*
- *Students with Disabilities will be provided with academic intervention services when appropriate to maximize their chances of meeting grade level expectations. The students' progress will be closely monitored by administrators through the use of the STAR Report*
- *Staffing assignments will be made to insure the highest level of instruction for Students with Disabilities*
- *The Learning Lab will continue to provide a rigorous and supportive environment for students receiving Special Education Teacher Support Services*
- *Additional technology support (software and hardware) will be purchased to provide alternate modalities of instruction for Students with Disabilities*
- *Fountas and Pinnell Leveled Literacy Intervention Program will be implemented as an academic intervention for students in self-contained Special Education classes (Grades 3-5).*
- *The Science Club will continue to provide academic intervention in science to Special Education students in order to improve content knowledge and practical skills*
- *To reduce the number of students referred for special education services, the Early Childhood Reading Labs, Kindergarten Oral Language Program, READ Summer Program, and the First Steps Program will continue to provide early intervention for at risk students*

To improve the overall academic performance of English Language Learners:

- *A new grammar program, Daily Oral Language Plus, was purchased and implemented during literacy skills in order to raise the quality of student writing and improve the knowledge base of writing conventions and mechanics.*
- *Dual Language Enrichment Program will continue in grades K-5, promoting bi-literacy, biculturalism and multicultural awareness to advanced learners.*
- *Units of study in test sophistication strategies will be continue to be implemented in order to prepare students for the NYSESLAT*

exam.

- *The ESL Balanced Literacy Program: Rigby 'On Our Way to English' will continue to be implemented.*
- *Three (3) English Language Labs will continue to support ELL students who are at the beginner and intermediate proficiency level.*
- *Curriculum planning and professional development for English Language Learners will continue to focus on differentiating instruction to meet the needs of our ELLs in literacy and language development, as well as in the content areas.*
- *To further support the English Language Learners oral language development, activities such as songs, finger plays and circle games will continue in the program for all Kindergarten classes*
- *To insure high quality instruction for all students, PS 89 will continue to implement a comprehensive program in Social Studies utilizing the Houghton Mifflin Social Studies Program for grades K-5*
- *Teachers will continue to utilize the 'P.S. 89 Narrative Continuum Rubric' Toolkit for Writing Workshop and 'Guided Reading Toolkit' for Reading Workshop to facilitate planning and implementation of differentiated instruction*
- *A continuum for reading skills will be implemented to assist teachers in assessment and setting instructional goals for literacy instruction.*
- *A variety of assessments will be utilized in all curriculum areas in order to drive instruction including, Teacher's College Reading Assessment, ELA and Mathematics Predictive Assessments, Math ITA, Everyday Mathematics Unit Tests, writing rubrics, Principal's Content Assessments and teacher conference data.*
- *A focus on content area vocabulary and academic language will continue in all content instruction in order to improve content knowledge and skills.*
- *A focus on building accountable talk during book conversations, read aloud, partnerships, book talks, and content area conversations will continue to improve comprehension.*
- *Formative and summative data will be utilized to develop long term and interim goals for all students*

3. Instruction by highly qualified staff.

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

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

New teachers are trained in weekly professional development in best practices in comprehensive literacy including training in Teachers College Units of Study and Mathematics instruction. All previously assigned teachers choose from a cadre of staff development courses to attend in-house, which are facilitated by TCRWP staff developers. Taking advantage of the expertise of current staff members, in 2010-2011, teachers will act as adjunct instructors, providing college level coursework to their colleagues. The courses will be added to the professional development guide and teachers will sign up for those that meet their instructional needs. All coaches attend study groups with Teachers College and turnkey information with the faculty. On-site professional development includes modeling in labsites, coaching and debriefing.

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

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

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

See Appendix 4 – Parent Involvement Policy

P.S. 89 will continue to parent-school communication by maintaining an office staff of 3 full time secretaries, 1 part time secretary and 1 full time bilingual school aide.

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

See Appendix 4 – Parent Involvement Policy

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

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

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

∏. Assistant principals from each academy review the assessment data periodically and identify the students who are performing below grade level benchmarks. A determination is made on the academic needs of the students based on the data, and then

programs are developed to address the specific skill deficiencies. The students' progress is tracked periodically to determine the effectiveness of the programs and adjustments are made accordingly. The following is a list of the data used to determine the students' proficiency levels:

- *Monitoring For Results– teachers use Teacher's College Reading Assessment to administer running records for reading*
- *Teacher's College K – 8 Continuum for Assessing Narrative Writing to monitor students' writing progress*
- *Acuity Predictive Assessment*
- *ITA Math*
- *Unit tests in Mathematics*
- *Informal assessments: teacher observations, conferencing notes, end of the unit assessments in reading and writing workshop*
- *New York State ELA Exam*
- *New York State Math Exam*
- *Principal's Content Assessments*

□. *See appendix 1: Academic Intervention Services Summary*

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

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

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	<input checked="" type="checkbox"/>			1,266,700.	<input checked="" type="checkbox"/>	12-13, 71-72
Title I, Part A (ARRA)	Federal	<input checked="" type="checkbox"/>			27,384.	<input checked="" type="checkbox"/>	16, 18
Title II, Part A	Federal	<input checked="" type="checkbox"/>			306,558.	<input checked="" type="checkbox"/>	11, 24-26
Title III, Part A	Federal	<input checked="" type="checkbox"/>			Amt. pending	<input checked="" type="checkbox"/>	45-52
Title IV	Federal			<input checked="" type="checkbox"/>	-----		
IDEA	Federal	<input checked="" type="checkbox"/>			367,536.	<input checked="" type="checkbox"/>	71
Tax Levy	Local	<input checked="" type="checkbox"/>			7,118,015.	<input checked="" type="checkbox"/>	10, 71

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. **See Appendix 5**

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

2. Ensure that planning for students served under this program is incorporated into existing school planning. **See Appendix 1, 2 and 5**

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;**See Appendix 5 and Appendix 2, Part B**

4. Coordinate with and support the regular educational program; **See Appendix 5**

5. Provide instruction by highly qualified teachers; **See Appendix 4, Part C**

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; **See Appendix 5, Part B**

7. Provide strategies to increase parental involvement; and **See Appendix 4, Part B**

8. Coordinate and integrate Federal, State and local services and programs. **See Appendix 4**

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

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

School Under Registration Review (SURR)

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Currently, there is one (1) student in temporary housing attending P.S. 89Q.

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

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

- *Bussing is provided to the children to and from their current residence*
- *Academic Interventions are provided as needed. This student receives Special Education services as outlined on the IEP. In addition, the student receives academic intervention in reading with Leveled Literacy Intervention provided by a special education teacher*
- *The student are receives counseling from the school guidance counselor*
- *The guidance counselor has been in contact with the family to offer support in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780*
- *The guidance counselor have included services to Students in Temporary Housing in the Office of School and Youth Development Consolidated Plan*

- *Afterschool Programs have been offered to the families to provide academic support, recreation and supervision after the school day*

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 089 Elmhurst					
District:	24	DBN:	24Q089	School		342400010089

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.0	95.5	96.2
Kindergarten	281	298	318				
Grade 1	313	273	296	Student Stability - % of Enrollment:			
Grade 2	268	311	280	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	269	265	324		95.8	92.6	93.2
Grade 4	251	312	283				
Grade 5	245	249	311	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		81.4	94.8	94.8
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	5	5
Grade 12	0	0	0				
Ungraded	0	11	10	Recent Immigrants - Total Number:			
Total	1627	1719	1822	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					60	62	39

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	46	47	48	Principal Suspensions	2	5	6
# in Collaborative Team Teaching (CTT) Classes	62	60	65	Superintendent Suspensions	0	0	1
Number all others	70	73	83				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	140	0	TBD	Number of Teachers	122	126	127
# in Dual Lang. Programs	140	125	TBD	Number of Administrators and Other Professionals	18	22	14
# receiving ESL services only	735	773	TBD				
# ELLs with IEPs	15	135	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	9	10	20

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	99.2
				% more than 2 years teaching in this school	61.5	55.6	75.6
				% more than 5 years teaching anywhere	52.5	52.4	60.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	88.0	91.3
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	98.3	97.3	97.0
Black or African American	0.4	0.5	0.4				
Hispanic or Latino	75.5	73.5	72.3				
Asian or Native Hawaiian/Other Pacific	19.0	21.8	23.5				
White	4.7	4.0	3.4				
Male	49.8	49.4	49.3				
Female	50.2	50.6	50.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

	Phase			Category		
	In Good			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				v	

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
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	v	v					
White	v	v	-				
Multiracial							
Students with Disabilities	vsh	v					
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	64.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	41.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

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

**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 CFN410	District 24	School Number 089	School Name the Elmhurst School
Principal Casper A. Cacioppo		Assistant Principal Eileen Banks	
Coach Janine Lawrence		Coach HaeRan Chun	
Teacher/Subject Area Meirong Xu/ESL		Guidance Counselor Josie Soriano	
Teacher/Subject Area Ed Maier/Science		Parent Debora Martinez	
Teacher/Subject Area E. Pustelniak/Social Studies		Parent Coordinator Mayra Soto	
Related Service Provider Kimberly Kane/SETSS		Other	
Network Leader Altagracia Santana		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	18	Number of Certified Bilingual Teachers	11	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	1823	Total Number of ELLs	808	ELLs as Share of Total Student Population (%)	44.32%
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Part II: ELL Identification Process

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

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

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

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

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

Screening

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

Initial Assessment

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

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

The federal NO Child Left Behind Act (NCLB) mandates that all English Language Learners from kindergarten through grade 12 be assessed every year to measure their English language proficiency in listening, speaking, reading, and writing. The New York State English as a Second Language Achievement Test (NYSESLAT), which is designed to measure the English language proficiency of the English Language Learners, is administered annually in the spring to all ELLs in grades K-5 at P.S. 89. Each student's performance on this test will be the basis for determining whether the student continues to be classified as an English Language Learner. As determined by the results of the test, the student's English language proficiency level is classified as beginning, intermediate, advanced, or proficient. Students who achieve beginning, intermediate or advanced level will continue to receive the required amount of language arts instruction and services prescribed under Part 154 of the Regulations of the Commissioner of Education.

Parent Choice Program

Parent Orientations are regularly held at P.S. 89Q to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language , freestanding ESL). Parents of new admits are given the opportunity to attend one of the parent orientation meetings whereby they select the instructional program for their child(ren) according to their child's needs and their individual choice.

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

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

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

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

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

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

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

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

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

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

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

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

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

ESL 140 160 134 164 104 106

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.

During the orientation
Dual Language (C

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All (English/Spanish)	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	51		1	35		2				86
ESL	305	20	61	216		55	1			722
Total	556	20	62	251	0	57	1	0	0	808

Number of ELLs in a Bilingual program who are in alternate placement.

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

Part III: ELL Demographics

Chinese																					0
Russian																					0
Bengali																					0
Urdu																					0
Arabic																					0
Haitian																					0
French																					0
Korean																					0
Punjabi																					0
Polish																					0
Albanian																					0
Yiddish																					0
Other																					0
TOTAL	0																				

Dual Language (ELLs/EPs) K-8																						
Number of ELLs by Grade in Each Language Group																						
	K		1		2		3		4		5		6		7		8		TOTAL			
	Self-Contained	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP		
Spanish	12		2	12	27		18	21	23	2	14	36		18	21	24	7	37			79	147
Chinese			8		2		2	7	2	9		2		7							4	6
Russian			12				11		13			1		0		0		0		0	0	0
Korean												1									0	1
Haitian																					0	0
French																					0	0
Other	1	12			9		6		2			8		6				1			3	43
TOTAL	13	12	12	38	22	31	14	40	18	33	7	43	0	86	197							

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>147</u>	Number of third language speakers: <u>61</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>55</u>
Native American:	Hispanic/Latino: <u>141</u>
White (Non-Hispanic/Latino): <u>14</u>	Other: <u>2</u>

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	106	118	88	109	66	77								564
Chinese	12	7	8	7	4	3								41
Russian														0
Bengali	5	5	6	8	4	5								33
Urdu	1													1
Arabic	1	1	1	3	2	1								9
Haitian														0
French														0
Korean				1										1
Punjabi	1	1	1	2	1									6
Polish														0
Albanian						1								1
Other	2	16	8	20	9	11								66
TOTAL	128	148	112	150	86	98	0	722						

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.

At P.S. 89Q, all English Language Learners are heterogeneously grouped from the beginning level to the intermediate level and the advanced level in their respective classes. The ELLs participate in an instructional program that regularly ensures continuity of rigorous instruction in all academic areas. They participate in an instructional program that is aligned with mandated ESL, Native Language Arts (NLA) and English Language Arts (ELA), content learning standards and the core curriculum. The textbooks and instructional materials used are aligned with the school's core curriculum, and reflect the language(s) of instruction. The ELLs are grouped heterogeneously for targeted area of instruction according to the LAB-R and NYSESLAT. Students participate in small group and task-oriented situations that guide the production of language both in verbal and written form. Students demonstrate learning through a measurable product development, demonstrations as well as exhibits. Technology, including the use of computers equipped with internet access, is available to all the students.

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

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

Dual Language

The organizational model in Dual Language is Self-Contained, with ELL instruction provided by the ESL certified classroom teacher. The Spanish/English Dual Language program is implemented in a 50/50 side-by-side model. All Dual Language students are offered fifty percent of their instruction in English and fifty percent on Spanish on alternate days beginning in kindergarten. There are 2 teachers for each grade level. At least one, and in some cases both teachers, in a grade partnership are certified ESL teachers. Therefore, all ELL students are receiving instruction far above the 360 minutes mandated for even beginners.

Content area instruction in the Dual Language Program is aligned with the New York City and New York State standards in Math, Science, Social Studies and Technology and is provided in both English and the Native Language (Spanish) according to the school's Language Allocation Policy. It is supported by instructional materials in both English and Spanish. The instruction in the content areas such as Math, Science and Social Studies is conducted in English, as well as in Spanish. In addition, students receive an additional period of content instruction per week from content specialists in English. The content specialists utilize the workshop model, and employ ESL methodologies during the lessons.

Differentiated Instruction for ELL subgroups

The SIFE program: There are presently 20 students identified in this category, with seven students in 4th Grade and thirteen students in 5th Grade. The same differentiated instruction and after school programs that are offered to all ELLs are offered to the SIFE students. All instruction is standards-based and differentiated through small group and individualized instruction, that include writing and also provide opportunities for project-based learning. SIFE students receive a minimum of 360 minutes of English as a Second Language instruction each week. Furthermore, an ESL Newcomer Program has been created and a computer-based ESL program "Rosetta Stone" in grades 2-5 has been implemented to further support the development of their English speaking, listening, reading and writing skills. An after school Mondo Literacy Program has also been provided to these students to help them enhance their English literacy skills.

Newcomers, who have been in an English language school system fewer than three years, are provided with small group differentiated instruction in all grades. Three English as a Second Language Labs have been created to further develop and/or enhance the English language skills of these ELLs. The ESL teachers use the Rigby On Our Way to English Program to provide differentiated/small group balanced literacy instruction. All students are offered Title III Program such as Mondo Oral Language and Literacy Program, as well as after school literacy programs. In addition, a computer-based ESL program, "Rosetta Stone," has been implemented in every classroom (Grades 2-5) and an custom-made ESL Newcomer's Kit/Program has been created by the ESL Coordinator to meet the needs of the ELLs who have been in the English Language school system for less than one year. The Newcomer's Kit/Program contains developmentally appropriate language support materials for students who are new to the country. The materials in the kit are a valuable resource for both the ESL and classroom teachers to provide appropriate language instruction for the ELL Newcomer. Furthermore, the materials may be used by the student independently to support their language development during English Language Arts and English as a Second Language instruction. The Newcomer's Kits contain materials that include visual aides, auditory devices and tactile materials that provide repetition and adequate practice for the ELL Newcomer.

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

Long-Term ELLs: Currently there is one student in 5th Grade identified in this category. The same differentiated instruction and after school programs that are offered to all ELLs are offered to the Long-Term ELL. In addition, individualized/small group instruction and Leveled Literacy Intervention are also provided to help the Long-Term ELL improve his/her English language and literacy skills. The ELL is also afforded additional academic intervention, either in school and at home, to be provided through the Supplemental Educational Services(SES).

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

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?

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

- Small group and individual instruction
- Foundations, focusing on phonics and phonemic awareness
- Kindergarten Oral Language Program targeting the development of the oral language of ELLs
- Lectura, a technology based Spanish phonics program for SSL students in the Dual Language Program
- Lexia, a technology based phonics program
- Leveled Literacy Intervention focusing on reading strategies and comprehension skills
- Early Intervention Reading Lab
- Voyager Math, a balanced, systematic and technology-based program for Grades 3 to enhance middle school students' Math skills
- Small group Science AIS

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

In order to help ELL newcomers to develop their English oral language as quickly as educationally possible and adjust to the new school system and social environment, P.S. 89Q has created a unique, custom-made ESL Newcomers' Kits/Program for recently arrived ELLs with limited or no knowledge of English language skills. These Newcomers' Kits provide a language-nurturing environment for the newcomer ELLs. Carefully selected, developmentally appropriate materials help them to effectively learn essential basic language skills, beginning content area vocabulary and emergent literacy skills.

ELLs at P.S. 89Q are afforded equal access to all school programs. In addition to the high standards-based, rigorous academic programs implemented for all students, including ELLs, during school hours, a wide range of after school and supplemental services are offered to ELLs to help them succeed in school. Currently, P.S. 89Q offers and/or houses the following after school and supplemental services to all ELLs:

- * Title III Mondo Oral Language/Literacy Program for recently arrived ELLs
- * Hands-on Science Program aiming to improve the content language and skills of the ELLs who need extra support.
- * Supreme Evaluation, a Language Arts and Math program
- * Child Center of New York
- * Fluency Fun!

* READ for grades K and 1

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

- A comprehensive ESL program Rigby “On Our Way to English” is utilized targeting the four English language modalities.
- Computer-based ESL program, “Rosetta Stone”, which supports ELLs in developing English vocabulary, phonemic awareness, speaking, listening, reading and writing skills
- A literacy program, Columbia’s “Teacher’s College Reader’s and Writer’s Workshop” helps develop and enhance students’ oral language as well as reading and writing skills
- State of the Art Hands-On Science Lab
- * Delta Science Kits
- Computers equipped with internet access are available in every classroom
- Leveled library books
- English grammar program “Write Source” for grades 2-5
- * Daily Oral Language Plus, an grammar and conventions of English program
- Listening and Fluency centers to support the ELLs, especially the newcomers.
- Foundations for Kindergarten through Second Grade focuses on phonics and phonemic awareness
- Kindergarten Oral Language Program targeting the development of the oral language of ELLs
- Lectura, a Spanish phonics program, for Kindergarten-Third Grade Dual Language Program
- Lexia
- * Leveled Literacy Intervention
- ELL Newcomers' Kits
- Mondo Oral Language and Literacy Program, aiming to develop/enhance ELL’s oral language, reading and writing skills in an after-school program
- Early Intervention Reading Lab
- * Social Studies: United States History from Houghton Mifflin
- V-Math, a balanced, systematic and technology based program for Grades 5 to enhance the students’ Math skills
- Small group Science AIS

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

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

P.S. 89 Q is a diverse, multi-cultural school community. Many teachers speak more than one language. Native language support is available to ELLs, especially newcomer ELLs, in the general education classrooms. Students are afforded the opportunity to speak in the native language during the lunch periods, recess, gym class, and on class field trips. In the classroom, ELL Newcomers are supported in a buddy system using triads, or partnerships with students who speak the native language. All classroom libraries in grades 3-5 have Spanish dictionaries and/or glossaries. The ELL Newcomers' Kits contain English vocabulary development photo cards translated into 13 other languages. In addition, the school library contains multi-cultural books in different languages such as Spanish, Chinese, Korean, Bengali, Urdu, Arabic, etc.. All students, including ELLs, are provided an opportunity to borrow books from the school library as well as their classroom library.

All Spanish language classrooms in the Dual Language Program contain comprehensive and extensive leveled native language libraries that support the students during independent reading, as well as in the content area instruction. Materials in Spanish are also available for Guided Reading, and book clubs. Additionally, all Everyday Math books are used in the language of instruction for that day. For example,

the math lesson is taught in Spanish, using Spanish books and materials, when a student is in the Spanish room, and the lesson is taught in English, using English materials, on days when the student is in the English classroom. Word study, phonics and phonemic awareness (K-2), Science, and Social Studies materials are also provided in Spanish.

Our mission at P.S. 89Q is to provide every student with a solid foundation for learning through high quality, standards-based instruction in all academic areas and to develop all students into life-long learners, ready to be productive members of the world community. All the required support services and resources provided to ELLs are developmentally appropriate based on professional evaluation using formative and summative assessments, and research conducted in the field.

Every year in June, our school holds a parent orientation meeting for incoming Kindergarten students. We explain the different programs provided by the school, class schedules and school rules and regulations. Parents of local preschool programs are invited to attend parent workshops at P.S. 89Q. Orientation meetings are also held for parents of newcomer ELLs throughout the school year. In addition, P.S. 89Q has a Title III ELL Summer School Enrichment Program for the ELLs in grades 3-4 to ensure that these students receive continuous support during the summer months. This program provides ELLs with high quality instruction in English as a Second Language and Math.

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)?

P.S. 89Q currently has Dual Language classes in Kindergarten through fifth grade. The Spanish/English Dual Language program is implemented in a 50/50 side-by-side model. All Dual Language students are offered fifty percent English Language Arts and fifty percent Spanish Language Arts beginning in Kindergarten. Students alternate between the languages daily and all content areas are taught in the classroom language. For example, a child in the English classroom on Monday will receive all literacy and content area instruction in English that day, and on Tuesday that child will be in the Spanish classroom and will receive all literacy and content area instruction in Spanish. Matching classrooms are maintained in each language featuring extensive libraries and print rich environments in each target language. EPs and ELLs are integrated at all times from Kindergarten. All texts and instructional materials for content area instruction are maintained in both languages.

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.

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

- Familiarizing all teachers/administrators with the school's Comprehensive Education Plan, including the goals and objectives to be met.
- The New Teachers' Institute focusing on classroom management, workshop structure, and components of Balanced Literacy and Math.
- Providing further training in the instructionally targeted Reading and Writing Assessments
- How to use data from running records, TC Assessments, Acuity Assessments and other formative data to move struggling readers, as well as to meet the needs of the accelerated readers and writers
- Attending Teacher's College study groups, calendar days, regional days and institutes.
- Teacher's College Reading and Writing Project course cycles

- Second Language Acquisition Theory
- ESL methodologies and best practices
- ESL standards, strategies, and ESL programs and students' services.
- Differentiated instruction for students with special needs, including ELLs with special needs
- Support Our ELLs by Understanding and Addressing Their Needs, Both Academically and Emotionally
- New York State English as a Second Language Achievement Test (NYSESLAT)

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

To help facilitate the transition of our ELLs from the Elementary to Middle School, the guidance counselors at P.S. 89Q make every effort to assist the ELLs, teachers and parents throughout the entire articulation process. They constantly provide individual and group counseling, consultation, outreach and special parent workshops related to the transition. Presentations that are related to the expectations for the middle school level, as well as how academic success can be achieved in school are also offered. Our Guidance Department not only provides the students, parents and teachers with all proper documentation, but also guides them through the entire articulation process. To help alleviate the anxiety of transitioning to a new school and grade level, arrangements are also made by our Guidance Counselors for student visitations and orientation meetings to the respective middle schools. In addition, the guidance counselors work in close collaboration with the middle schools personnel to help facilitate a smooth transition for all students, including ELLs that are graduating onto intermediate school.

E. Parental Involvement

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

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

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

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

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

Orientation meetings are held for parents of newcomer students throughout the school year. The meetings familiarize parents with the educational programs offered by the city and the school, as well as giving them an opportunity to make an informed choice for their children. At registration, ESL teachers interview parents, assist them with the registration procedures, and provide them with the information

pertaining to the different programs available. All parents of ELLs are notified of their children's placement in an ESL program or a Dual Language program within two weeks after enrollment.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	38	49	14	14	5	11								131
Intermediate(I)	28	72	43	74	24	21								262
Advanced (A)	74	39	76	77	74	75								415
Total	140	160	133	165	103	107	0	0	0	0	0	0	0	808

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		5	2	2	1	2							
	I		25	6	4	1	6							
	A		64	82	42	18	28							
	P		59	32	106	79	64							
READING/ WRITING	B		47	12	11	5	8							
	I		70	38	71	23	25							
	A		23	45	71	70	65							
	P		13	30	1	1	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	30	63	30	2	125
4	20	68	43	0	131
5	24	35	5	0	64
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3	12		61		42		16		131
4	11		65		54		13		143
5	5		40		22		1		68
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	1	22	6	70	7	32	1	142
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	24	1	16	0	25	1	1		68
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native 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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	3	8	14	1	1	14	52
Chinese Reading Test								

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

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

The assessment tool used to assess early literacy skills of ELLs is the Teachers College Reading and Writing Project (TCRWP) reading assessment. TCRWP evaluates the literacy skills of all of students, including the ELLs. The assessment is an efficient method of assessing readers in letter naming, letter/sound recognition, sight words, decoding, reading comprehension and fluency. The tool is used to determine students' strengths and weaknesses in the area of reading, and matches students to the appropriate level independent reading texts. Teachers record the students' results on the assessment which are then entered into an Access database. The school's data specialist creates reports using the TCRWP data and merges that information with reports provided by ATS, such as ELL proficiency level, NYSESLAT scores, ELA scores, years in NYC school, etc. This allows us to quickly identify student groups and tailor intervention services for students whose academic needs may be similar. One such example might be, "All Grade 2 students whose reading levels put them at risk received a proficiency level of intermediate or advanced on the 2010 NYSESLAT exam."

In grades 1 and 2, 371 ELLs were tested and on the Listening/Speaking modality 182 (49%) reached proficient level; 152 (41%) achieved the Advanced level; 34 (9%) scored at the Intermediate and Beginning level. In the modality of Reading/Writing, 137 (37%) achieved the Proficient level; 67 (18%) reached the Advanced level; 107 (29%) scored at the Intermediate level and 15% (56) were at the Beginning level.

In grades 3-5, 457 ELLs were tested. A great majority, 351 (77%) of the ELLs achieved proficient in the modality of Listening/Speaking; 91 (19.9%) achieved the Advanced level; 13 (3%) scored at the Intermediate level and 4 students, less than 1% were at the Beginning level. In the modality of Reading/Writing, 105 (23%) reached the Proficient level; 206 (45%) obtained the Advanced level; while 119 (26%) scored at the Intermediate level and 27 (6%) were at the Beginning level.

The results are encouraging and show that students are making progress in English language proficiency.

Data patterns across proficiency levels on the NYSESLAT exam can be analyzed to inform instructional decisions. The findings on the NYSESLAT data indicates that our ELLs have made significant overall progress in the English language acquisition in the past year; however, ELLs in all grades, in general, need to improve in reading and writing. A small number of ELL newcomers across the grades need to strengthen their oral language and listening skills. In order to address the oral language development, as well as reading and writing in all grades, the following instructional approaches and goals will be implemented:

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

As indicated by the NYSESLAT testing data, ELLs across all grades performed better in the modality of Listening/Speaking than in the modality of Reading/Writing. The majority of students scored at the Proficient and/or the Advanced level in Listening/Speaking modality. Consequently, our goal for instruction is to focus on enhancing the English reading and writing skills of these ELLs and enable them to become independent readers and writers while continuing to foster their listening and speaking skills. In order to achieve this goal, P.S. 89 will continue to utilize the Balanced Literacy instructional approach. While continuing to enhance listening and speaking skills of the ELLs, teachers will demonstrate good reading and writing strategies through a wide range of means and venues, including the Read Aloud, Shared Reading, Shared-to-Guided Reading and Guided Reading. Small group instruction to address the needs of individual students will be emphasized. Besides using the NYSESLAT data, teachers will use a variety of effective assessment tools such as conferring with students in reading and writing, evaluating students' writing, as well as utilizing the Teachers College Reading and Writing Assessments to monitor the academic progress of the ELLs. The data collected from these assessments will be used to identify the individual needs of the students and plan differentiated/small group instruction. During small group instruction, teachers will demonstrate good reading and writing strategies based on the children's needs and thereafter 'coach in' and engage the students in practicing the strategies during their independent work. ESL strategies and methodologies such as Scaffolding, Total Physical Response (TPR) and Language Experience Approach will be utilized throughout the lessons. Comprehensible input will be improved by using visual/audiovisual aids, realia, graphic organizers, semantic webs and charts. The use of the aforementioned instructional methods will promote the comprehension of concepts and vocabulary. The phonics program, Foundations, will continue to strengthen the linguistic and phonics skills of ELLs. A rich variety of children's literature including multicultural literature will be introduced to the ELLs to enhance their language and literacy skills, as well as to promote their understanding and appreciation of other cultures. Seeing themselves in the literature they read will boost their self-esteem, and raise the affective filter which is vital in second language learning.

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

The success of our ESL program is measured through both formative and summative assessments such as On Our Way to English Unit Assessment, teacher observations and conference notes, Oral Language Assessment, Teacher's College Reading and Writing Assessment, and the annual New York State English as a Second Language Achievement Test(NYSESLAT).

Research on Second Language Acquisition has shown that Basic Interpersonal Communication Skills(BICS) is often acquired to a functional level within about two years of initial exposure to the second language whereas about 5-7 years is usually required for a second language learner to acquire Cognitive Academic Language Proficiency (CALP) (Cummins 1999). Our findings of the NYSESLAT performance by our ELLs corresponds to the research.

Content Area

The majority of ELLs in grades 3, 4, and 5 are performing at levels 2 and 3 on the New York State English Language Arts Exam (ELA); however, there are more ELLs performing at level 2 than performing at level 3. Fifty percent (50%) of third grade ELLs are performing at level 2, and twenty-four percent (24%) are performing at level 3. Fifty-two percent (52%) of fourth grade ELLs are performing at level 2, and thirty-three percent (33%) are performing at level 3. Fifty-five percent (55%) of fifth grade ELLs are performing at level 2, and eight percent (8%) are performing at level 3.

The results for Mathematics are similar. A majority of ELLs in grades 3, 4, and 5 are performing at levels 2 and 3 on the New York State Math Exam; however, there are more ELLs who are performing at level 2 than those performing at level 3. Forty-seven percent (47%) of third grade ELLs are performing at level 2, and thirty-two percent (32%) are performing at level 3. Forty-five percent (45%) of fourth grade ELLs are performing at level 2, and thirty-eight percent (38%) are performing at level 3. Fifty-nine percent (59%) of fifth grade ELLs are performing at level 2, and thirty-two percent (32%) are performing at level 3.

The results for the New York State Science Exam is as follows:

4th Grade - NYS SCIENCE EXAM - ASSESSMENT ANALYSIS

	English	Native Language
Level 1	3 (2.1%)	1 (.7%)
Level 2	22 (15.5%)	6 (4%)
Level 3	70 (49%)	7 (5%)
Level 4	32 (23%)	1 (.7%)

Total number of ELLs taking the NYS Science Exam=142

ELLs' Performance in NYS Science Exam (in Native Language)

Level 1 - 7%
 Level 2 - 40%
 Level 3 - 47%
 Level 4 - 7%

ELLs' Performance in NYS Science exam (in English)

Level 1 - 2.4%
 Level 2 - 17.3%
 Level 3 - 55.1%
 Level 4 - 25 %

Approximately 54% of ELLs scored between level 3 and 4 when the NYS Science Test was taken in the Native Language. This is compared to the 80% of ELLs who scored Level 3 and 4 when the NYS Science Test was taken in English. This is a clear indication that the ELLs were more successful when taking the NYS Science Test in English.

The Science program at P.S. 89Q has been extremely successful for ELL students. The science program is evaluated in multiple ways as shown below:

- The NY State Science assessment results are a consistent benchmark for evaluation through data analysis/comparison.
- Unit assessments are administered to evaluate ELL student success.
- P.S. 89Q requires all science cluster teacher to maintain conference notes throughout the year on each unit/topic for all the students. ELLs are highlighted and intervention assistance is indicated when appropriate.
- Teacher observation during small group ELL science enrichment periods is used to monitor the success of the P.S. 89 science program.
- Students are administered the Principal's Content Assessment in Science triennially to determine student progress.

A review and analysis of the ELLs' assessment data on the New York State 5th Grade Social Studies Exam revealed the following:

- 68 English Language Learners took the NY State Social Studies test. The test was administered in English to 66 (97%) of the ELLs who were tested and in Spanish to 2 students (9%) whose native language is Spanish.
- Many ELLs were able to take the NY State Social Studies test in English because the instruction in the content area was scaffolded with ESL strategies by the cluster teacher which helped to strengthen the comprehension of the content, as well as the development of academic language.
- 38.2% of the ELLs who took the test in English scored at Level 3 and Level 4. 58.8% of the ELLs who took the test in English scored at Level 1 and Level 2. One student who took the test in their native language scored at Level 3. The other student who took the test in their native language scored at Level 1.

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

- Periodic Assessments (Unit Tests) created by Social Studies teachers.
- Regular conferring with students.
- NYS Social Studies Assessment
- Principal's Social Studies Content Assessment

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

Dual Language program

Below are the results of English Proficient students' performance on the New York State assessments.

New York State Math

Grade	Level 1	Level 2	Level 3	Level 4	Total
4	0	6	13	13	32
5	0	3	15	25	43

New York State ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
4	1	11	15	5	32
5	0	9	31	3	43

New York State Science

Grade	Level 1	Level 2	Level 3	Level 4	Total
5	0	0	13	30	43

EP Performance on State and City Tests-

A review and analysis of the above statistics shows, 87% of EPs are performing at or above grade level in Math, 54% are performing at or above grade level in ELA, and 100% are at or above grade level in Science. Additionally, only one EP received a level 1 on any of the state exams.

English Proficient students (EPs) are assessed in the second language using the Spanish Reading Test (ELE)

ELE scores for ELLs enrolled in Dual Language:

Grade	0-25%	26%-50%	51%-75%	76%-100%	Total
4	0	3	6	9	18
5	0	0	2	5	7

ELE scores for EPs enrolled in Dual Language:

Grade	0-25%	26%-50%	51%-75%	76%-100%	Total
4	0	1	8	18	27

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/29/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

Part VI: LAP Assurances