



**Department of
Education**

*C*Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P. S. 189 THE BILINGUAL CENTER.

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K189

PRINCIPAL: BERTHE G. FAUSTIN. EMAIL: BFAUSTI@SCHOOLS.NYC.GOV

Superintendent: BUFFIE SIMMONS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Berthe G. Faustin	*Principal	
Michael Roett	*UFT Chapter Leader or Designee	
Clinton Marrast	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Sancha Browne	Member/Elementary Teacher	
Debbie Phillips	Member/ Elementary Teacher	
Amidor Alomonord	Member/Bilingual Teacher	
Charmaine Hoyte	Member/Parent	
Barbara Pennycooke	Member/Parent	
Carol Jonas	Member/Parent	
Dawn Lewis	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, there will be a 5 point increase in the percentage of all students in grades 3 to 8 achieving proficiency, from 52% to 56%, on the New York State ELA exam.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In spite of a 10% growth from 2010 to 2011, only 51% of our students achieved proficiency in ELA with only about 10% achieving a level 4.

Based on this summative assessment, the areas with the greatest opportunity for achievement, are higher order thinking skills such as inferencing and drawing conclusion and the area of expository writing.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time line for implementation.

Activity 1: Implement the Junior Great Books Reading Program (JGB) school wide. JGB is a reading and discussion program that promotes critical thinking and higher student achievement through shared inquiry.

Professional Development: 90 Days of professional development will be provided by JGB consultants to support teachers in complete implementation of the program school wide. PD will include workshops, co-teaching, co-planning and coaching.

Target Population: All English Language Arts teachers and cluster teachers who provide ELA support.

Responsible Staff Members: Administrative Cabinet and coaches.

Implementation Timeline: Ongoing

Activity 2: Continued use of American Reading Company's 100 Book Challenge. The 100 Book Challenge is an independent reading program built around appropriate leveling of students in books that are self selected. The program rewards students' efforts with incentives and has a built in data management system to monitor progress.

Professional Development: Ongoing differentiated professional development occurs in the classroom in the form of co-teaching and coaching.

Areas for development include leveling readers for optimal learning, student conferencing, assessment, and data analysis.

Target Population: All English Language Arts teachers.

Responsible Staff Members: Administrative Cabinet and coaches

Implementation Timeline: Ongoing

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents are invited to visit the school for a school-wide orientation within the first week of school and during grade specific Open Houses thereafter. They are encouraged to attend workshops on various subjects such as the school curriculum, assessments, standards, school discipline. A monthly calendar and a seasonal newsletter keep parents informed of on-going educational events. The school messenger system is utilized to deliver notices via telephone in the three dominant languages. A school webpage was recently created to keep the school community abreast of school events and activities. All school related materials addressed to parents Of English Language Learners are written in English and the parents' native languages (for example, Haitian or Spanish).

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Attracting Highly Qualified Teachers:

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

Ensuring that current staff become highly qualified

- a. Monitoring by supervisors
- b. Mentoring by senior teachers
- c. Monitoring and professional development by on-site staff developers and outside consultants
- d. Grade level common preparation periods
- e. Inter-visitations to master teacher classrooms for demonstrations of best practices
- f. PD Title I funds are set aside for tuition reimbursement in areas of need.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The following local programs work to support the activities described in the action plan primarily by promoting a sense of self-efficacy in our students. We have found that learning and growth in one area, results in improved confidence and ability to learn in the classroom. Some of our programs include:

- Boy Scouts of America
- V.C.A.M.A.S. Peer Mediation Program
- Asthma Management Training
- Legal Lives
- Scripps Spelling Bee
- Community 2 Community Service Organization

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation allows us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III funds, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- To provide professional development to support teachers in the use of 100 Book Challenge Reading Program
- To provide professional development to support teachers in the use of Kidpace, data collection system
- For Parent Workshops to support independent reading at home
- For Professional Development (Absence Coverage)
- Independent Consultants for math and ELA
- For After school and Saturday Programs
- For Specialized High School Preparation
- For Yearbook Committee Before School Program
- For Vocabulary Books

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2012, there will be a 5 percent increase in the number of students achieving proficiency in Mathematics, moving our overall performance from 76% to 81% on the New York State Mathematics exam.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

During the monthly and state examinations, it has been observed that a substantial number of our students do not attempt to answer proficiently the exam booklets dealing with constructed responses and open-ended questions. In mathematics, we find that there exists a need to develop the higher order thinking skills for working out these process exercises.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

To raise the level of student learning through the use of data to inform instruction, especially in a way that is rigorous and differentiated. Our AUSSIE consultant will assist in building capacity by training all teachers in retrieving and analyzing data pertaining to their class and individual students. The analysis will be done even at a micro level so that student strengths and challenges are revealed by math strand (e.g., Number Sense & Operation), and by element with a specific band (e.g., addition of fractions with unlike denominators). This process is ongoing from September to June.

To continue to support our teachers in all settings (mainstream, bilingual, and special education), especially, the new pedagogues and those who are new to our math culture. The human resources we will use for that endeavor include the Math Coach for professional development, demo lessons, and advice. Having teachers visit other classrooms for classroom management or best instructional practices constitutes another form of support that we provide from September to June, as needed.

To solidify our math culture by emphasizing lessons that are interdisciplinary (between to differing disciplines) and intra-disciplinary (between two concepts within the same discipline), and guiding students into creating rubrics to analyze peers' work. Furthermore, problem solving and writing in Mathematics will be at the center of our math culture. This endeavor will be undertaken by all students from Grades 1-8 under the leadership of the classroom teachers and the math coach from September to June.

To provide ongoing professional development sessions such as Organic Math for ELLS and Organic Math ESL for SIFE & Beginners for a group of 6 -10 teachers of ELLs (Title I and SIFE). Participating teachers will, in turn, apply novel strategies in their classrooms. Furthermore, they will bring back student work for analysis and receive constructive feedback from the Organic Math for ELLS (for intermediate and advanced) and Organic Math ESL for SIFE & Beginners colleagues. These practices will be seamlessly infused into the daily lesson plans that include test preparation items.

To have common-grade teachers (GradesK-8) of all settings (mainstream, bilingual, and special education) develop monthly tests that mirror the state format. By

doing so, these teachers will ensure that all students are held accountable for what has been taught in the grade for the month. These monthly assessments, in fact, start with the diagnostic examination during the first week of school in September. Besides the state standardized exams, our students will be administered our school final / summative assessment in June. All instructional and assessment mechanisms will be aligned with the State Common Core Standards and the Danielson Framework for Teaching.

To keep on providing training for teachers on the use of Acuity and Smart Board to enhance academic productivity. Our AUSSIE consultant will assist in the training teachers on using these specific technologies retrieving and analyzing data pertaining to their class and individual students.

To continue to celebrate student accomplishments through a variety of means that includes Principal Honor Celebration with family and special trips. In fact, some reward trips continue to be organized after the results of the standardized examinations have been made public in June.

To continue Grade Conference (K-6) in mathematics every math. In addition, Middle School math teachers meet as the A -Team to discuss current issues including trends in student needs per class and grade. Consequently, appropriate solution are proposed for greater student achievement..

To continue the learning-walks at different times of the day to ensure that stamina and teaching and learning has been maintained from 8:00 am until 3:10 (Tuesday –Thursday) or 8:00 am until 2:15 (Monday and Friday), and from September to June.

To maintain our support programs / activity during off-hours and on Saturdays for our academically challenged students. Also, we invite those who have not made enough progress although they may be deemed at grade level as per the latest standardized tests.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parents are invited to visit the school for a school-wide orientation within the first week of school and during grade specific Open Houses thereafter. They are encouraged to attend workshops on various subjects such as the school curriculum, assessments, standards, school discipline. A monthly calendar and a seasonal newsletter keep parents informed of on-going educational events. The school messenger system is utilized to deliver notices via telephone in the three dominant languages. A school webpage was recently created to keep the school community abreast of school events and activities. All school related materials addressed to parents Of English Language Learners are written in English and the parents' native languages (for example, Haitian or Spanish).

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Attracting Highly Qualified Teachers:

- a. Citywide recruitment fairs
- b. Referrals from reliable staff members

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

Ensuring that current staff become highly qualified

- a. Monitoring by supervisors
- b. Mentoring by senior teachers
- c. Monitoring and professional development by on-site staff developers and outside consultants
- d. Grade level common preparation periods
- e. Inter-visitations to master teacher classrooms for demonstrations of best practices
- f. PD Title I funds are set aside for tuition reimbursement in areas of need.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The following local programs work to support the activities described in the action plan primarily by promoting a sense of self-efficacy in our students. We have found that learning and growth in one area, results in improved confidence and ability to learn in the classroom. Some of our programs include:

- Boy Scouts of America
- V.C.A.M.A.S. Peer Mediation Program
- Asthma Management Training
- Legal Lives
- Scripps Spelling Bee
- Community 2 Community Service Organization

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation allows us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III funds, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- To provide professional development to support teachers
- For Parent Workshops
- For Professional Development (Absence Coverage)
- Independent Consultants for math
- For After school and Saturday Programs

- For Specialized High School Preparation
- For supplemental materials: MathSteps and Singapore Math

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 100% of all ELA, and mathematics teachers will use data to increase the level of targeted differentiated instruction resulting in a 5 point increase in the percentage of students achieving proficiency in English Language Arts (from 51% to 56%) and in Mathematics (from 76% to 81%) on the New York State exams in grades 3 to 8.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Frequent classroom observations reveal teachers' preferred mode of instruction is still largely whole class. Student responses on the school environmental survey also indicated that they are not engaged in group work on a regular basis. Our state exam results are consistent with the research showing that whole class instruction is most effective for the middle range learner. Our highest achievers did not make growth significant enough to reach level 4 proficiency. In addition, our population includes a large number of English Language Learners at varying levels of English language acquisition who require a targeted instructional approach.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activities

- Teachers will monitor growth in reading levels by completing a Running Record on every student in Kindergarten to 8th grade, including ELL and IEP students, **four times a year**. TCRWP benchmarks will determine adequate progress. **(September, November, February, and May)**
- ELA teachers and coaches will use Kidspage (100 Book Challenge) to monitor IRLA Reading Levels and progress towards the target for reading practice (800 steps) in grades K to 8. **(Weekly: Sept. to June).**
- To monitor the progress in mathematics of students in grades 1 and 2, will receive monthly grade-wide assessments. **(Monthly: Sept. to June)**
- To measure yearly progress in ELA and Mathematics, the *Terra Nova (ELA and mathematics)* will be administered in the spring to all

students in grades 1 and 2. **(April/May)**

- NYS exam simulations will be administered in **ELA (September, January, April and June) and mathematics (September, December, February, April, June)** to all students in grades 3 to 8.
- Teachers, staff developers, and administrators will analyze the results of assessments to identify student needs; design action plans for whole-class instruction, small groups, and individual students; and monitor progress at the grade, class and subgroup level. **(Weekly: common grade preparation periods. Weekly Learning Support Team (SLT) meetings. Monthly Professional Development Committee Meetings. September to June)**
- **Parents/guardians of students in grades 3 to 8 will receive a report** after each exam simulation with their child's overall score and his/her performance level. **ELA:** September, January, April and June. **Mathematics:** September, December, February, April and June.
- Homework assignments will be differentiated according student needs. **(September to June)**

Professional Development: Ongoing differentiated professional development during weekly common preparation periods and coaching by outside consultants.

Target Population: All English Language Arts and mathematics teachers.

Responsible Staff Members: Administrative Cabinet and coaches

Implementation Timeline: Ongoing

Teachers meet in grade-level teams and in Learning Support Teams (LSTs) to review data gathered and its implications for instruction, programming, and professional development needs.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents are invited to visit the school for a school-wide orientation within the first week of school and during grade specific Open Houses thereafter. They are encouraged to attend workshops on various subjects such as the school curriculum, assessments, standards, school discipline. A monthly calendar and a seasonal newsletter keep parents informed of on-going educational events. The school messenger system is utilized to deliver notices via telephone in the three dominant languages. A school webpage was recently created to keep the school community abreast of school events and activities. All school related materials addressed to parents Of English Language Learners are written in English and the parents' native languages (for example, Haitian or Spanish).

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Attracting Highly Qualified Teachers:

- a. Citywide recruitment fairs
- b. Referrals from reliable staff members

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

Ensuring that current staff become highly qualified

- a. Monitoring by supervisors
- b. Mentoring by senior teachers
- c. Monitoring and professional development by on-site staff developers and outside consultants
- d. Grade level common preparation periods
- e. Inter-visitations to master teacher classrooms for demonstrations of best practices
- f. PD Title I funds are set aside for tuition reimbursement in areas of need.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The following local programs work to support the activities described in the action plan primarily by promoting a sense of self-efficacy in our students. We have found that learning and growth in one area, results in improved confidence and ability to learn in the classroom. Some of our programs include:

- Boy Scouts of America
- V.C.A.M.A.S. Peer Mediation Program
- Asthma Management Training
- Legal Lives
- Scripps Spelling Bee
- Community 2 Community Service Organization

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation allows us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III funds, and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- To provide professional development to support teachers and administrators in the use of data to drive instruction
- To utilize Testwiz, an online program to analyze data
- To purchase commercial test simulations (Coach, Rally, Test Ready)

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	20	5	N/A	N/A	3	0	2	8
1	25	10	N/A	N/A	2	2	3	5
2	56	56	N/A	N/A	2	2	3	4
3	80	80	N/A	N/A	5	3	2	3
4	82	82		32	5	2	2	5
5	85	85		27	4	3	3	6
6	145	145		34	5	2	6	5
7	87	87	12	32	6	3	1	3
8	63	63	15	32	6	1	2	3
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

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

At-risk Health-related Services

Asthma and diabetes management training by the school nurse.

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Open Houses
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Chris Groll	District 17	Borough Brooklyn	School Number 189
School Name The Bilingual Center-PS189			

B. Language Allocation Policy Team Composition [?](#)

Principal Berthe G Faustin	Assistant Principal Archangelo Joseph
Coach Judith Duffus Campbell/Literac	Coach Gilbert Torchon/ Mathematics
ESL Teacher Danielle Hyacinthe	Guidance Counselor Marie GrandPierre
Teacher/Subject Area Myrna Jeudy/Bil.ComBr.Spanish	Parent Clifton Marast/PTA
Teacher/Subject Area Rick Jean-Marie/Bil.HCreole	Parent Coordinator Yovanni Gil
Related Service Provider Josiane Anglade/SETTS/AIS	Other MenesDejoieSchool Psychologist
Network Leader Roxann Marks	Other type here

C. 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	5	Number of certified bilingual teachers	17	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	4	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	4	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1286	Total Number of ELLs	271	ELLs as share of total student population (%)	21.07%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

ELL Identification Process at PS 189

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

2-As students are determined by the certified ESL teachers to be eligible for language services, according to the LAB-R results, parents are notified of the results and invited to the parent orientation where they receive information on services available to English Language Learners (ELLs) and the choices of programs being offered by the New York City Public Schools to parents of ELLs. Beginning in the fall, New ELL parent orientation meetings are scheduled at the beginning and during the school year to familiarize parents with the school system and the different programs that are offered. A DVD on parent orientation by the Department of Education is shown to parents in their language, and parents have the opportunity to discuss the three program choices and complete the Parent Surveys and Program Selection forms.

Entitlement letters, Parent Survey and Program Selection Forms, and Placement letters are readily sent or provided to parents during the orientation meetings. The translated materials allow parents to understand better the information being given. Follow-up phone conversations with parents through the bilingual parent coordinator, social worker or bilingual/ESL teacher ensure positive communication or return of materials. Records of Parent Survey and Program Selection Forms are kept centrally at school with other ELLs secured materials.

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

4-5-6-PS 189 offers Dual Language Classes in Spanish and Haitian-Creole in grade K to 6 and Transitional Bilingual Education classes in grade 7 and 8. A Free Standing ESL program services ELLs who are not in the DL or TBE programs. Students who are eligible for ELL services according to the LAB-R, and whose parents have been informed of the program choices, are placed in the Dual Language program or the Transitional Bilingual program. The certified Bilingual Common Branch teachers, or the Dual Language and ESL teachers provide the ESL/ ELA, content areas, and native language instruction necessary for learning.

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish/HCreole
Dual language program	Yes*	No●	If yes, indicate language(s): Spanish/HCreole

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>								2	2					4
Dual Language <small>(50%:50%)</small>	2	2	2	2	2	2	2							14
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	1	1	1		1						7
Total	3	3	3	3	3	3	2	3	2	0	0	0	0	25

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	271	Newcomers (ELLs receiving service 0-3 years)	202	Special Education	17
SIFE	61	ELLs receiving service 4-6 years	49	Long-Term (completed 6 years)	14

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. ①

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	34	24	1	7	5	1	11	0	4	52
Dual Language	158	26	0	34	1	0	2	0	0	194
ESL	11	0	0	1	0	6	1	0	2	13

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Total	203	50	1	42	6	7	14	0	6	259
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								12	18					30
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								20	12					32
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	32	30	0	0	0	0	62						

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	
	EL	EP	EL	EP	EL	EP	EL	EP												
Spanish	7	16	23	7	11	12	17	14	20	8	22	9	21	11					121	77
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian	6	20	9	12	3	6	9	11	12	14	19	12	25	14					83	89
French																			0	0
Other																			0	0
TOTAL	13	36	32	19	14	18	26	25	32	22	41	21	46	25	0	0	0	0	204	166

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): 204

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish						2	1	1	2					6
Chinese														0
Russian														0
Bengali					1									1
Urdu														0
Arabic	2	1	1	1	1	1	1	2						9
Haitian						2								2
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	1	2	1	2	5	1	3	2	0	0	0	0	19

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

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

Instruction for Mathematics, Science, Social Studies in the Dual Language classes, follow the 50/50 model. Instruction for Math, Science and Social Studies in the TBE classes of grade 7 and 8 follow the model of teaching in English with a summary of the lesson done in the native language, or teaching in the native language with a summary done in English.

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

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

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

The major area of concern at Public school 189 is improving the achievement levels of all students including our English Language learners (ELLs) as measured by State and City standardized assessments. The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance, such as the implementation of effective strategies for meeting the needs of ELLs, and providing intensive professional development for teachers in specialized strategies to meet the needs of special populations. Small group strategies, classroom management, differentiated instruction and the use of hands-on and project-based teaching were part of the instructional approaches to be considered.

Running records in Spanish (4x yearly) and translation of all Math assessments in the native languages are some of the measures

A. Programming and Scheduling Information

taken to evaluate the ELLs in their native language.

Current strategies for improving instruction and student performance in English language arts include the implementation of a Balanced Literacy approach for reading, which consists of : independent/paired reading, shared reading, guided reading literacy centers, literature circles, writer’s workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. In addition, there is the implementation and integration of the independent reading program”100 Book Challenge” during the 90 minutes literacy blocks. This school year 2011-12, PS189 started another reading program called the "Great Books Programs. The "Great Books Programs combine the "Shared Inquiry method of learning with a variety of classroom materials to enable students to read, think ,and write more effectively.

Other support to literacy instruction also includes: classroom libraries, extended time, school staff in the classroom(AIS, or Guidance Counselor, and a full-time reading coach. ELL students receive supplementary services through the Title III, Saturday Academy, and the SIFE (Students with Interrupted Education) after-school programs.

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

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

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

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

All ELLs including ELL-SWDs follow the Common-Core Standards Curriculum as recommended by the Department of Education. Ells teachers provide differentiated instruction and interventions according to students'needs.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

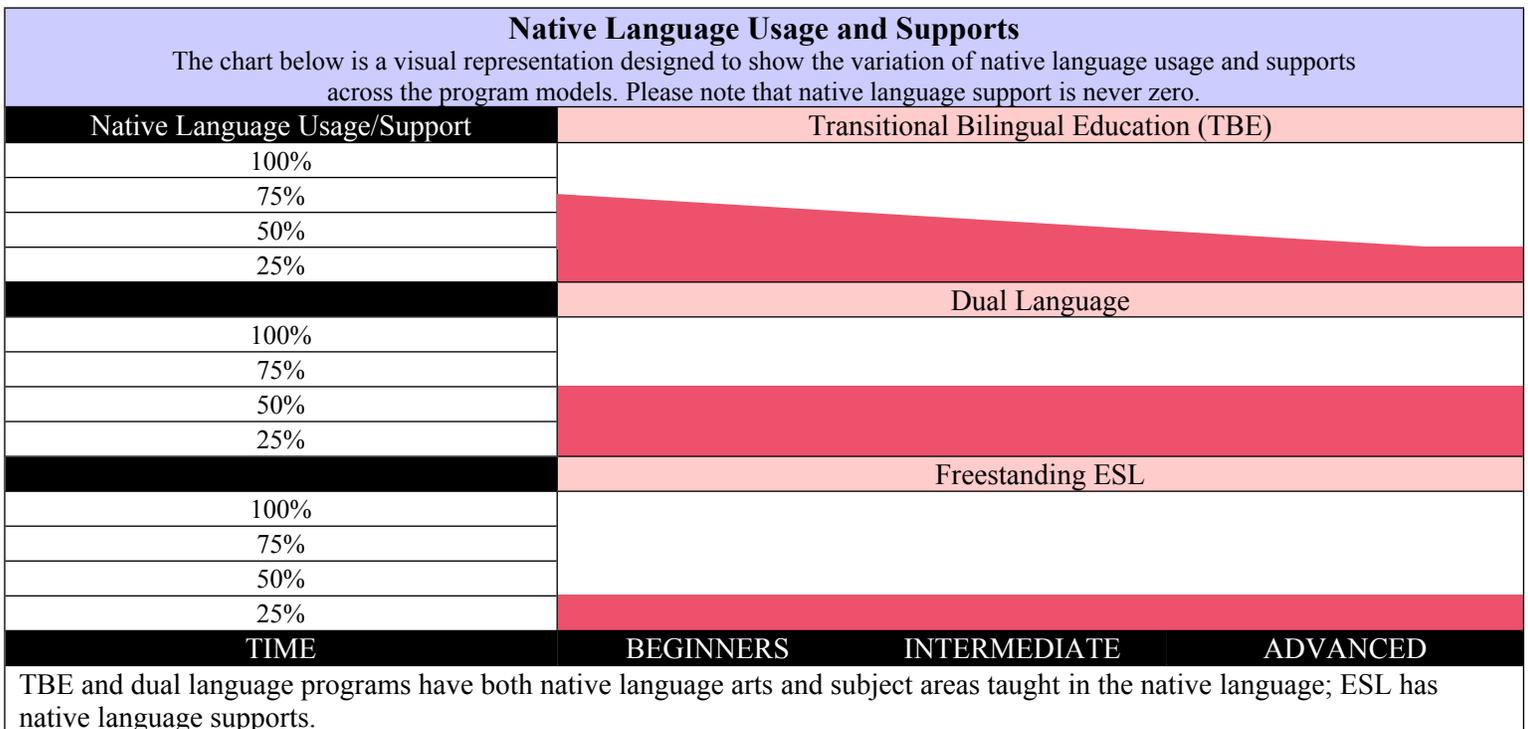
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts			Math	Haitian Creole
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

- ELA teachers working with ELLs team up with bilingual teachers for investigation and application of best practices for sustaining and accelerating the achievement of ELLs..

- Continue to follow Children First Initiative Curriculum using the balanced literacy approach to literacy and native language instruction.

Implement the Junior Great Books Reading Program (JGB) school wide. JGB is a reading and discussion program that promotes critical thinking and higher student achievement through shared inquiry.

- Bilingual and ESL teachers will reinforce the understanding of the learning strategies that will prepare ELLs to think critically, solve problems and communicate effectively.

- All ELLs have access to leveled libraries in English and the native language.

- Ongoing assessments of students in academic areas as well as language development. [NYSESLAT, Interim Assessments, Monthly Tests, etc.]

- Academic Intervention Services (AIS) target students at the Intermediate/Advanced levels to move them to the Advanced/Proficiency levels.

Targeted Interventions for ELLs in Science will focus on small group instruction in grades 7-8 using Lab/Inquiry skills and content area reading.

Targeted Interventions for ELLs in Social Studies are integrated with ELA services provided during regular school hours, extended day and through Saturday Academy with resources such as ELA materials through the content area.

- Administrators and teachers will focus on a systematic application of the curriculum mapping in ELA, ESL and subject areas such as mathematics, science, social studies, technology and foreign languages (French and Spanish).

- Instructional emphasis on independent reading with the schoolwide initiative of the independent reading program called the:” 100 Book Challenge “.

- ELLs reaching proficiency on the NYSESLAT will continue to receive transitional support (2 years) through Title III, SIFE, Saturday Academy and Extended Time. They also receive time and half as test accommodations for ELLs.

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

The following instructional materials are being used to support language development of ELLs : there are Heinle picture dictionaries and the Milestones Reading Program, Treasure Chest , a Macmillan Guided Reading Series for ELLs with differentiated reading levels, Access English from the Great Source ,Houghton Mifflin Co. series. Also there are, leveled Libraries as part of the 100 Book Challenge Independent Reading program, and Spanish and Haitian Creole libraries in the Dual Language and TBE classrooms. Technology is infused in all curriculum areas through the use of computers in the computer lab, Science lab, and the classrooms. PS 189 participated in i-Teach,i-Learn project promoting student achievement by integrating technology into the curriculum. The school acquired two computer literacy

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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E. Parental Involvement

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

Paste response to questions 1-4 here

P.S 189 recognizes that families and other community members are a vital part of student academic and social success, and considers family involvement an essential ingredient for a successful educational program. To support parent involvement efforts, a parent coordinator has been assigned to the school. The parent coordinator keeps contact with all parents, invite them to visit the school, inform them about various workshops designed specifically for parents. Such workshops include computer classes, parenting classes, the school curriculum, assessments: standards, interims, etc, school discipline and dress code. Parents of ELL students receive school related materials in English and the other language they understand, mostly Spanish or Haitian Creole. New ELL parent orientation meetings are scheduled at the beginning of the school year and during the year to familiarize parents with the school system and the different programs that are offered. These meetings are also available in the parents' home language. The school, in partnership with HAUP, a non-profit organization, provides evening ESL and citizenship classes for parents four times a week. We also evaluate the needs of parents by looking at the students and parents surveys from the School progress Report, and concerns brought by the PTA. Open houses per grades are scheduled for parents. Usually, an administrator or coaches take the parents on a tour of the school where they can see students at work and experience first hand on the various programs offered throughout the school year. Other community-based programs at the school include: Boys Scouts of America, V.C.A.M.A.S. Peer Mediation Program, Asthma Management Training, Legal Lives, Scripps Spelling Bee, Community2 Community Organization.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Paste response to questions 1-5 here

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

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

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Professional Development and Support for School Staff

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

- Intensive professional development provided to the entire staff by administrators, instructional specialists, coaches, ELL specialists, Bilingual/ESL/Common Branches Teachers, in ELL strategies and standards.
- Training on the components of a comprehensive balanced literacy program using the workshop model.

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

- Intensive professional development provided to the entire staff by administrators, instructional specialists, coaches, ELL specialists, Bilingual/ESL/Common Branches Teachers, in ELL strategies and standards.
- Training on the components of a comprehensive balanced literacy program using the workshop model.
- Application of the workshop model with English as a Second Language and ELA scaffolding instruction
- Methods of assessments of content-area learning and language development
- QTEL training for Bilingual, ESL, ELA teachers and content area teachers working with ELLs
- Training on implementing and integrating the independent reading program the 100 Book Challenge into the literacy plan .
- Professional development courses of the Great Books reading programs for teachers, learning and using the "Shared Inquiry" method on reading closely, asking questions, support your opinion and engage with classmates during discussions of literature.
- Workshop for middle school eight grade students and parents with the guidance counselors and school staff on preparing students for high school.

ELL personnel at the school: teachers, guidance counselors, Bilingual school psychologist, attended workshops for ELLs given by HABETAC or the Network.

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

E. Parental Involvement

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

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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
														L

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

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

Paste response to questions 1-6 here

Here are the assessments adopted by the school in evaluating all students needs:(See CEP Annual Goal#3 and Action Plan)

1- Teachers will monitor growth in reading levels by compleying a Running record on every student in Kindergarten to 8th grade, including ELL and IEP students. four times a year TCRWP benchmark will determine adequate progress (Start Nov, Feb, May)

Additional Information

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

Paste additional information here

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B		2			1	2	2	2	2				
	I		3	3	1	5	5	9	5	6				
	A		14	6	14	7	23	21	17	16				
	P		8	2	12	17	7	12	6	7				
READING / WRITING	B		11	2	2	6	8	4	3	3				
	I		12	5	11	5	5	10	2	12				
	A		4	3	11	16	17	15	14	8				
	P			1	4	3	6	12	11	8				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	3	13	7	1	24
5	8	12	11		31
6	12	15	2		29
7	4	11	9	1	25
8	4	17	1		22
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	2	1	2	9	9	4	1		28
5	1	4	6	4	10	7	4	2	38
6	6	3	11	6	5	2	3	1	37
7	2		2	1	8	3	11	4	31
8	1		5	4	4	6	3		23
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	5	5	6	7	4	3	32
8			2	1	2	3	1		9
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				
Integrated Algebra	5	1	5	1
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	6		6	
Living Environment	2		2	
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other <u>Spanish</u>		9		9
Other <u>French</u>		12		12
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									
Chinese Reading Test									

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

- 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:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>PS189</u>		School DBN: <u>17K189</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Berthe G Faustin	Principal		1/1/01
Archangelo Joseph	Assistant Principal		1/1/01
Yovanni Gil	Parent Coordinator		1/1/01
Danielle Hyacinthe	ESL Teacher		1/1/01
Clifton Marrast	Parent		1/1/01
Myrna Jedy/BilCom/Spa.	Teacher/Subject Area		1/1/01
Rick JeanMarie/BilCom/HCreole	Teacher/Subject Area		1/1/01
Judith Duffus Campbell	Coach		1/1/01
Gilbert Torchon	Coach		1/1/01
Marie Grand Pierre	Guidance Counselor		1/1/01
Roxann Marks	Network Leader		1/1/01
Josiane Anglade	Other <u>Teacher/AIS</u>		1/1/01
Menes Dejoie	Other <u>Bil Psychologist</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: **PS 189**

Cluster: _____ Network:

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.

School Records and Home Identification Language Surveys show that about 40% of PS 189/The Bilingual Center student population consists of English Language Learners. Approximately 24% of PS 189 families are recent immigrants with limited English proficiency. Oral reports from the guidance office, the Parent Coordinator and the PTA president have also highlighted the need for language services to meet the needs of our multilingual community. During most school community meetings the need for and benefits of written translation and oral interpretation are often expressed by parents.

P.S 189 works at developing a positive home school partnership in order to improve student learning outcomes. New ELL parents' orientation meetings are scheduled during the school year to familiarize parents with the school system and the different programs that are offered. Parents are provided a general overview of the school programs in their dominant language. All parents are afforded the opportunities to dialogue on school policies, school and class expectations. Workshops are held in languages other than English to assist parents in understanding and interpreting the school and individual student data.

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

Due to its linguistically and culturally diverse school population, PS 189 has a large number of LEP parents. Meaningful parental engagement in the educational process and Chancellor's Regulations require that school-related information be provided to parents in their home language. Research has shown that when information is provided to parents in the language they understand their participation in the school's life increases and students' achievement improves significantly. Findings of school's written translation and oral interpretation needs were reported to the school community during various forums and school staff was informed of available services and required procedures to meet those

needs.

Part B: Strategies and Activities

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

All school related materials, including memos, notices and registration documents addressed to the ELL parents will be written in English and the parents' native languages (for example, Haitian or Spanish). Teachers will submit parent letters to the school translation team to be translated into Spanish and Haitian Creole. Materials designed to help parents support their children's learning will also be submitted to the school translation team. All information to be disseminated during parent development workshops will be available in Spanish and Haitian Creole. The office of Translation/Interpretation at the Department of Education for the other languages spoken by our students will be contacted.

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

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

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

Haitian Creole and Spanish versions of the Bill of Parent Rights and Responsibilities will be disseminated during PTA meetings and parent-teacher conferences and will also be made available in the main office. Signs have been posted near the primary school entrance indicating the availability of interpretation services in the school building in Spanish, Haitian Creole and Arabic. Procedures for ensuring that language barriers do not prevent parents from reaching the school's administrative offices have been integrated in the school's safety plan. All school related postings will be available in the languages.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS189 The Bilingual Center	DBN: 17
Cluster Leader: Anthony Connelli	Network Leader: Roxann Marks
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input type="checkbox"/> *6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Public School 189 / Bilingual Center is located in the inner city neighborhood of Brooklyn, New York. It is a Title I/PCEN school-wide program that services approximately 1286 students. Two hundred and seventy-five (282) of these are bilingual students / English Language Learners. The bilingual students range from kindergarten through 8th grade. English Language Learners (ELLs) make up approximately 21.9% of the total school population. There are four kindergarten classes. Four of these classes operate under a "Dual Language Program" (Spanish/English/ Haitian Creole), while the other operates as a "gifted and talented" class. There are five classes at each grade level from Kindergarten to grade 8. In order to support the ELL students with special needs, there is a Spanish Bilingual Special Education self-contained class.

For the academic year 2011-2012, Kindergarten through grades six will have a "Dual Language Program," while grades seven and eight will have two bilingual classes at each level (Spanish/English/Haitian Creole). Currently, of the approximate 282 bilingual students, there are 18 in kindergarten, 31 in first grade, 16 in second grade, 26 in third grade, 33 in fourth grade, 39 in fifth grade, 43 in sixth grade, 31 in seventh grade, 24 in eighth grade and 17 in special education. The findings of a comprehensive needs assessment resulted in the identification of several key factors necessary for improving students' performance. These are: school-wide implementation of effective strategies to address the needs of students lacking the basic skills in both reading and mathematics; implementation of effective strategies for meeting the needs of ELLs and providing intensive professional development for teachers in specialized strategies to meet the needs of special populations. From the findings of this comprehensive data analysis, it has been decided that the ELLs would participate in three supplementary programs:

(a) The ELA Saturday Academy, which would encompass the new and "long-term ELLs" as well as the ELLs taking the ELA for the first time. Long term ELLs are those English Language Learners who have been in the New York Public School System for three or more years and needed a BESIS Extension. Long term ELLs who fall into this category are mandated to take the ELA Exam

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

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

The Saturday Program will meet for approximately 24 Saturdays, from 9 a.m. to 12 p.m., beginning Saturday October 15, 2011 and ending Saturday May 19, 2012. The program will service about 143 students at a ratio of 20 students per teacher with a total of seven teachers. Of these seven teachers, four are Bilingual certified, one ESL certified and two CB certified. The Common Branch certified teacher is partnered with one of the Bilingual teachers. This program will seek to individualize instruction and meet the diverse emotional, social and academic needs of our ELL population. Our instructional model will use both English and the student's native language to improve academic and social language skills. To achieve this purpose various programs and activities will be implemented.

Part B: Direct Instruction Supplemental Program Information

These programs include: Teachers' College Writing: - "Assessing / Teaching Reading Skills in the Bilingual Classroom", Getting Ready for the NYSESLAT and the "Math Power ESL." The Math Power ESL is a customized version of Math Power: A Course for Teachers. Espousing the Piagetian Constructivist Philosophy, "Math Power ESL" is anchored on the New York City Performance Standards, the New York State Core Curriculum and the National Council of Teachers of Mathematics (NCTM) Principles and Standards for Mathematics. It also draws from theories of language acquisition, the SIOP (Shared Instruction Observation Protocol), which is a component of the AAEM (Accelerated Academic Language Model) and the CALLA (Cognitive Academic Language Learning Approach). This approach seeks to meet the needs of the English Language Learner by intermingling mathematics and English to create a math objective and an English Language Objective. To strongly support the latter, this approach made

extensive use of the article "The Multicultural Classroom: Reading for Content-Area Teachers" written by Patricia A. Richard Amato and Marguerite Ann Snow (Longman Publishing Group 1992). Although the integration of math and language is the primary focus of this approach, it does not exclude the other academic subject areas such as Science and social studies in the lesson. Math Power ESL lends itself to mastery of mathematical concepts through guided discovery, the use of manipulative and connections to real world situations.

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

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

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

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

The students will visit the Bronx and Prospect Park Zoos. They will also visit the Brooklyn Children's museum and the theatre. The museum and the Bronx Zoo facilitate prearranged "class-like" settings, where the students can explore related subject matter i.e. science complete with "life-Size" models. Other activities will include cooperative learning, the use of audio-visual technology aids and the

Part B: Direct Instruction Supplemental Program Information

engagement of prior knowledge to facilitate the acquisition of literacy skills in the native language while providing meaningful communication and fluency in English. The following table shows the proposed dates/schedules for these educational trips.

TITLE III TRIPS CHART

PLACE	DATE/TIME	COST
Bronx Zoo		
05/05/2011	Bus	= 425
Admission \$18 x 30 students		
(P.O.P Pass)		= 540
Brooklyn Children’s Museum	05/12/2012	Bus.....\$425 = 425
Admission \$3 x 30		= 90
Broadway / Off Broadway Theatres	05/14/2012	
05/24/2012	Bus (425 x 2).....	= 850
Admission \$65 x 40		=2600
Total	TOTAL	= 4930

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

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

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional Development will be provided to all staff to support the effective delivery of instruction. Our professional development for SY 2011-2012 will focus on the components of the curriculum: Math Power ESL (Math coach). The sessions will be conducted by the ELLs AP/Math Coach; who is certified in both the Bilingual and Common Branch areas.

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

Rationale: The focus will be on helping / supporting teachers through these sessions, to integrate content area materials through hands-on activities while students develop literacy skills and English language proficiencies through authentic and communicative language activities. Research has shown that teachers of ELLs require extensive support to expand their subject matter knowledge and knowledge of content specific teaching strategies so that their students can get a deeper understanding of content areas, develop academic and social language. (Garet et al., 2001; Kennedy, 1998)

Title III PD Chart

Providers : Archangelo Joseph ELLs AP/ Math Coach , Ms Judith Campbell Literacy Coach and ELA/ESL Teacher, Ms.Danielle Hyacinthe ESL Teacher/Coordinator

Audience : Title III Saturday Academy Teachers

Part C: Professional Development

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

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

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

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		