Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : CORNERSTONE ACADEMY FOR SOCIAL ACTION

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X189

PRINCIPAL: JAMES BELLON EMAIL: JBELLON@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELIZABETH WHITE

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
James Bellon	*Principal or Designee	
Dena Schwartz-Cerbino	*UFT Chapter Leader or Designee	
Cheryl Smith	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Elizabeth Brown Davis	Member/UFT	
Carol Whitton	Member/UFT	
Aida Hernandez	Member/UFT	
Christopher Hylton	Member/Parent	
Lorna Williams	Member/Parent	
Marlene Brown	Member/Parent	
Reynaldo Sierra	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, improve teacher practice and student progress in ELA by deepening implementation of Teachers College reading and writing units\workshops and ensuring the curricula is engaging and challenging to all learners and aligned to the common core learning standards. This will be evidenced by a *33% increase in the number of students attaining the 75th growth percentile as measured by 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 looking at our Progress Report data, students of PS 189 have consistently underperformed their peers in the area of student progress. For the 2009-2010 Progress Report PS 189 received 4.3 points out of 60; for the 2010-2011 Progress Report PS 189 received 28.7 points out of 60 in the area of student progress. The median growth percentile in ELA for 2009-2010 was 50.5 and for 2010-2011 was 65. In addition the Quality Review states that we must develop teaching strategies that offer differentiated tasks for all students that are aligned to the curriculum in order to raise performance levels for a diverse group of learners. The Quality Review states further that the school must enhance the analysis of student performance data which is aligned to key state standards to refine instructional practices for student growth. The QR further identifies that although teacher teams are engaged in ongoing analysis of data to create assessments, and we are in beginning stage of aligning key standards to assessments. Consequently, teacher practices are not aligned to selected key standards to push the growth. Lastly it is stated that we do analyze our periodic assessment data to identify trends student strengths and areas in need but we do not align this data to select standards so that limits the school's ability to use this information to build student success.

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,

Common planning, is scheduled to enable teachers to gather and analyze student assessment data. A structured timeline of inquiry has been created so that grade level teams will use data and the inquiry process to identify and address student needs. To support the inquiry process our school had an SBO vote which created an additional 37 1/2 min. for grade level teams to meet and work with data. During this time the teachers will be following the protocol for looking at student work and data. They will use this protocol to identify trends and plan lessons that address our students' needs. Our assistant principals, teacher center liaison and Teachers College coaches will work with teachers to develop instructional strategies and activities to address the needs of our students.

We will use a common framework for teacher observations both formal and informal. Through the use of this common framework the school will develop consistent language and expectations for English language arts instruction. To support the development of this common language our teacher center liaison will set up a book study on the Danielson framework. In addition Teachers College coaches will be at the school monthly to model lessons, facilitate lab sites and debrief with teachers following the lab-sites. Teachers will also attend professional development sessions aimed at improving English language arts instruction provided by Teachers College and our CFN.

In addition we have created a academic intervention support teacher position. This teacher will work with students performing in the bottom third in grades three, four and five through the provision of small group instruction tailored to the needs of the students. To support our students in grades kindergarten through grade two Fundations will be used as supplementary program aimed at accelerating learning and supporting struggling readers. In addition, our lowest performing students in

grades kindergarten through two will be invited to attend our extended day program as a form of academic intervention service.

This year we will have two full ELA simulated exams using Rally NY ELA Rehearsal. The first of these simulations will be given in December and this will serve as our baseline assessment for the school year. Teachers will use the data from this simulated exam to plan instruction for the next three months. The second of these exams will be given in late February. This exam will be used to see the impact of instruction since the baseline and adjust instruction as we continue through the school year.

As a school we will have an AIS afterschool program for our students in grades three, four and five. This program will run three days a week for an hour and half. This program will target our lowest performing students and will provide targeted small group instruction to meet their identified needs in English language arts. Our network will also provide support for this through the following methods:

- The achievement coach will develop a Teachers College and common core learning standard aligned observation tool to assess the implementation of the Teachers College content and structures across the school year.
- The achievement coach will work with school leaders to identify lab sites for model classrooms and coordinate school-based inter-visitations based on individual teachers needs
- The achievement coach will coordinate inter-visitations for teachers to other network schools implementing the Teachers College reading and writing workshop
- The network will provide a series of 5 to 6 sessions for school-based capacity builders with consultants such as Carl Anderson and Vickie Vinton on questioning and feedback that promote high levels of student thinking, engagement, and learning during the readers and writers workshop.

b) staff and other resources used to implement these strategies/activities,

- The school has an on-site teacher center, which will be used to provide ongoing professional development for staff. This professional development will take place during and after the school day. A staff developer will be used to model lessons, facilitate book studies, and provide coverage to teachers so that we may have inter-visitations.
- Our principal as well as two assistant principals will be engaged in frequent formative observation cycles during which they will give targeted feedback around ELA instruction.
- The school had an SBO vote, which turned one of our extended day sessions from working with small groups of students into a session where teacher teams can meet and work around data. This data includes looking at student work, review student testing data and analyzing student Fountas and Pinnell reading data.
- Our extended day program has been arranged to incorporate all students in grades three through five as well as our most needy students in a kindergarten through grade two. This is an additional 37 1/2 minutes of instruction three days a week. Students will be small groups of 10 or fewer.
- One of our assistant principals will be assigned to work primarily with grades K through three supporting ELA instruction. The other assistant principal will be assigned to grades four and five to support ELA and instruction.
- Both assistant principals will be attending professional development provided by Teachers College and our network. The Teachers College professional development will better prepare the assistant principals in giving actual feedback to teachers during the readers and writers workshops. The network question development series will cover a variety of topics including the common core learning standards and following the increase cycle to identify student needs to adjust instruction. These professional development opportunities will once again enable our assistant principals to better support our teachers.
- We have hired to Teachers College coaches to come in on a nmonthly basis to provide ongoing question development with our teachers. This first development will take place in the form of lab sites, model lessons, one-on-one planning, unpacking of our units of study and creation rubrics.

c) steps taken to include teachers in the decision-making related to the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- on a monthly basis teachers have grade level meetings after school. During these meetings the principal and assistant principals will have

conversations around the effectiveness of programs and materials. Based upon these conversations there will either be continuation of what has been implemented or an adjustment to it
- in addition the UFT steering committee meets monthly with the principal to identify areas of concern and plan solutions.

d) timeline for implementation.
- A benchmark will be set for February 2012. At this time it is expected that student work and teacher observations reveal a deeper implementation of the Teachers College units and a greater student engagement as measured by a consistent Teachers College/common core learning standard aligned observation tool.
- Interim assessment data should show increased performance.

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.
  - On a monthly basis we will have workshops for parents on a variety of topics such as: the Teachers College reading and writing workshop, everyday math, New York State exams, how they can help their child at home, the use of technology and the importance of reading with a child.
  - We have a parent coordinator will serve as a liaison between school and families. The parent coordinator will provide parent-based workshops based upon the wants and needs of our parent community. Parent when it will keep a log of events and activities for each month.
  - A monthly basis school calendar will be created. This calendar will contain all upcoming events for the month were parents will have an opportunity to either attend a professional learning activity or participate in their child's education. This calendar will be backpack told as well as uploaded to the school website. To support our parents who need materials provided in languages other than English translation of the calendar will be sent home.

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.
  - We will create a hiring committee, which will screen and interview all potential candidates. This committee will serve as an advisory panel for the principal and administration in the hiring of new staff.
  - To ensure that our staff acquire or maintain highly qualified skills the school will provide ongoing professional development within the building and set aside funds for staff will need to continue their post-bachelor work.

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.
  - In order to meet state, federal and local mandates we ensure that all students that have these requirements have equal access to all programs. For example students who are living in temporary housing will be invited to our AIS afterschool program although yellow school bus transportation cannot be provided at programs end, the school will provide Metrocards so the students may attend the program.

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.
  - We will use some of our fair student funding to provide training rate to teachers. In August of 2011 a three day professional development series was put together for our teachers. The topic of this workshop series was around implementation of the common core learning standards in English-language arts and the Teachers College reading and writing workshops. Teachers received staff development provided by our assistant principals

and were also provided with time for common planning.
- We will use some fair student funding to create an AIS afterschool program for students in grades three through five.
- We will use our Title III funds to create a position during our afterschool program for ESL teacher. This teacher will provide support for our ELL students enrolled in this program.
- Our Title IIa funds have been used to reduce class size in grade 1.
- Our fair student funding has also been used to create both assistant principal positions, an AIS teaching position and our UFT teacher center liaison position.

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

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

By June 2012 improve teacher practice and student progress in mathematics by ensuring the curricula engages in and challenges all learners and is aligned to the common core learning standards. This will be evident by a *50% increase in the number of students attaining the 75th growth percentile as measured by the New York State Math 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.

Progress Report data indicates that students of PS 189 have consistently underperformed their peers in the area of student progress. For the 2009-2010 Progress Report PS 189 received 4.3 points out of 60 and for the 2010-2011 Progress Report PS 189 received 28.7 points out of 60 in the area of student progress. The citywide median growth percentile in Mathematics for 2009-2010 was 56 and 2010-2011 was 63. In addition the Quality Review states that PS 189 must develop teaching strategies that offer differentiated tasks for all students that are aligned to the curriculum in order to raise performance levels for a diverse group of learners. The Quality Review states further that school must enhance the analysis of student performance data that is aligned to key state standards to refine instructional practices for student growth. The QR identifies further that although teacher teams are engaged in ongoing analysis of the data to create assessments, and are in beginning stage of aligning key standards to their assessments. Consequently, teacher practices are not aligned to selected key standards to push growth. Lastly it is stated that the school does analyze periodic assessment data to identify trends, student strengths, and areas of need but the school does not align this data to select standards, this limits the school's ability to use this information to build student success.

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,

Common planning is scheduled to enable teachers to gather and analyze student assessment data. A structured timeline of inquiry has been created to enable grade level teams to use data and the inquiry process to identify and address student needs. To support the inquiry process the school had an SBO vote that created an additional 37 1/2 min. for grade level teams to meet and work with data. During this time the teachers follow a protocol for looking at student work and data. They will use this protocol to identify trends and plan lessons that will address our students' needs. Our assistant principals and teacher center liaison work with teachers to develop instructional strategies and activities to address the needs of our students.

The school uses a common framework for teacher observations both formal and informal. Through the use of this common framework the school developing a consistent language and expectations for mathematics instruction. To support the development of this language our teacher center liaison will set up a Mathematics

study group which will focus on the identification of and implementation of best practices in Mathematics instruction. In addition the assistant principals and teacher center liaison facilitate lab sites and debrief with teachers following the lab-sites. Teachers will also attend professional development sessions aimed at improving English language arts instruction provided by Teachers College and our CFN.

In addition an academic intervention support teacher position has been created. This teacher works with students performing in the bottom third in grades three, four and five through the provision of small group instruction tailored to the needs of the students. To support our students in grades kindergarten through grade two small group instruction is being provided to students in the bottom third of these grades during extended day time.

This year we will have two full Mathematics simulated exams using Rally NY Math Rehearsal. The first of these simulations will be given in December and will serve as the baseline assessment for the school year. Teachers will use the data from this simulated exam to plan instruction for the subsequent three months. The second exam will be given in late February. This exam will be used to monitor the impact of instruction since the baseline and adjust instruction as the school year continues.

As a school PS 189 will have an AIS afterschool program for students in grades three, four and five. This program will run three days a week for an hour and half. This AIS afterschool program will target our lowest performing students and will provide targeted small group instruction to meet their identified needs in Mathematics.

The CFN will also provide support for this goal by the following:

- The achievement coach and school leaders will observe mathematics instruction to build school-based capacity and measure student engagement and learning. This information will determine teachers in need of additional support.
- The achievement coach will work with school leaders and teacher teams to build school-based capacity to engage in inquiry-based processes of examining student work to identify gaps to the common core learning standards and determine revisions to the curriculum and instruction.
- Throughout the school year, the network will conduct professional learning series with follow-up, on-site support designed to provide protocols to analyze student work, surface the gaps with the common core learning standards, determine revisions to the curriculum and instruction to close those gaps and create performance tasks which are aligned to the common core learning standards.

b) staff and other resources used to implement these strategies/activities,

- PS 189 has an on-site teacher center that is used to provide ongoing professional development for staff. This professional development takes place during and after the school day. Staff developers will be used to model lessons, facilitate book studies, and provide coverage to teachers so that we may have inter-visitations.
- The principal as well as two assistant principals will be engaged in frequent formative observation cycles during which they will give targeted feedback around Mathematics instruction.
- The school had an SBO vote that turned one extended day session from working with small groups of students into an additional time where teacher teams can meet and work with data. This work with data includes looking at student work and reviewing student testing data.
- The extended day program has been arranged to incorporate all students in grades three through five as well as the most needy students in a kindergarten through grade two. This provides an additional 37 ½ minutes of instruction three days a week. Students will be small groups of 10 or less
- One of the assistant principals will be aligned to work primarily with grades K through three supporting Mathematics instruction. The other assistant principal will be aligned with grades four and five to support Mathematics and instruction.
- Both assistant principals will be attending professional development provided by our CFN. The network question development series will cover a variety of topics including the common core learning standards and following the inquiry cycle to identify student needs to adjust instruction. These professional development opportunities will once again enable our assistant principals to better support our teachers.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
   - On a monthly basis, teachers have grade level meetings after school. During these meetings the principals and assistant principals will have conversations around the effectiveness of programs and materials. Based upon these conversations there will either be a continuation of what has been implemented or an adjustment.
   - In addition the UFT steering committee meets monthly with the principal to identify areas of concern and plan solutions.

d) timeline for implementation.
   - **By February 2012 student work and teacher observations will reveal increasing levels of student engagement and learning.**
   - **Interim assessment data will show an increase in student performance.**

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.
  - On a monthly basis PS 189 will have workshops for parents on a variety of topics such as: the Teachers College reading and writing workshop, Everyday Math, New York State exams, how they can help their child at home, the use of technology and the importance of reading with their child.
  - There is a parent coordinator will serve as a liaison between school and families. The parent coordinator provides parent-based workshops based upon the wants and needs of our parent community. The Parent Coordinator will keep a log of events and activities for each month.
  - A monthly school based calendar will be created. This calendar will contain all upcoming events for the month where parents will have an opportunity to either attend a professional learning activity or participate in their child's education. This calendar will be sent home via backpack as well as uploaded to the school website. To support our parents who need materials provided in languages other than English translation of the calendar will be sent home.

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.

  - PS 189 will create a hiring committee that will screen and interview all potential candidates for vacancies. This committee will serve in an advisory capacity to the principal and administration in the hiring of new staff.
  - To ensure that our staff becomes or maintains their highly qualified status the school will provide ongoing professional development within the building and set aside funds for staff will need to continue their post-bachelor work.

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.
  - In order to meet state, federal and local mandates PS 189 ensures that all students that meet these criteria have equal access to all programs. For example students who are living in temporary housing will be invited to our AIS afterschool program although yellow school bus transportation cannot be provided at programs end the school will provide Metrocards so the students may attend the program.

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.
  - PS 189 will use some of the fair student funding to provide training rate to teachers. In August of 2011 a three day professional development series

was put together for teachers. The topics of this workshop series was centered around implementation of the common core learning standards in English-language arts and the Teachers College reading and writing workshops. Teachers received staff development provided by the assistant principals; they were also provided with time for common planning.

- PS 189 will use some fair student funding to create an AIS afterschool program for students in grades three through five.
- PS 189 will use our title III funds to create a position during in the afterschool program for ESL teacher. This teacher will provide support for our ELL students were enrolled in this program.]
- Title lla funds have been used to reduce class size and grade 1.
- Fair Student Funding has also been used to create both assistant principal positions, an AIS teaching position and our UFT teacher center liaison position.

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, make progress in closing the achievement gap for self-contained\CTT\SETSS is a students in ELA and math as measured by an increase in the percentage of students in this group achieving the 75th growth percentile or higher according to the 2011-2012 Progress Report. There will be an increase of 10% in students attaining the 75th growth percentile in ELA and math. This means that in ELA the percentage of students attaining the 75th percentile will go from 39.1% to 49.1%. This means that math percentage of students attaining the 75th percentile will go from 18.2% to 28.2%.

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 looking at the school's Progress Report data PS 189 received no extra credit for this population of students. In addition the Quality Review states that the school must develop teaching strategies that offer differentiated tasks for all students and are aligned to the curriculum in order to raise performance levels for a diverse group of learners. The Quality Review states further that school must enhance the analysis of student performance data that is aligned to key state standards to refine instructional practices for student growth. The QR identifies further that although teacher teams are engaged in ongoing analysis of the data to create assessments, and are in beginning stage of aligning key standards to their assessments. Consequently, teacher practices are not aligned to selected key standards to push growth. Lastly it is stated that the school does analyze periodic assessment data to identify trends, student strengths, and areas of need but the school does not align this data to select standards, this limits the school's ability to use this information to build student success. The QR states further that the school must enhance the analysis of student performance data that is aligned to key state standards to refine instructional practices for student growth. Lastly it is stated that the school does analyze periodic assessment data to identify trends, student strengths and areas in need but does not align this data to select standards; this limits the school's ability to use this information to build student success. In addition on our state report card our overall accountability status is in good standing however in looking at subgroup data for ELA, students with disabilities only met the requirements for safe harbor.

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,

Common planning, is scheduled to enable teachers to gather and analyze student assessment data. A structured timeline of inquiry has been created so that grade level teams will use data and the inquiry process to identify and address student needs. To support the inquiry process the school had an SBO vote that created an additional 37 ½ min. for grade level teams to meet and work with data. During this time the teachers will follow a protocol for looking at student work and data. They use this protocol to identify trends and plan lessons that will address our students' needs. Assistant principals and teacher center liaison will work with teachers to develop instructional strategies and activities to address the needs of the students.

PS 189 will use a common framework for teacher observations both formal and informal. Through the use of this common framework school develop consistent language and expectations for ELA and mathematics instruction. To support the development of this language our teacher center liaison will set up a ELA and Mathematics study group which will focus on the identification of and implementation of best practices in ELA and Mathematics instruction. In addition the assistant principals and teacher center liaison facilitate lab sites and debrief with teachers following the lab-sites. Teachers will also attend professional development sessions aimed at improving English language arts and mathematics instruction provided by Teachers College and our CFN.

PS 189 has also created an academic intervention support teacher position. This teacher works with students performing in the bottom third of grades three, four and five through providing small group instruction tailored to the needs of the students. To support our students in grades kindergarten through grade two, Fundations is used as supplementary program aimed at accelerating the learning and supporting struggling readers. In addition our lowest performing students in

grades kindergarten through two will be invited to attend our extended day program as a form of academic intervention service.

This year we will have two full ELA and Mathematics simulated exams using Rally NY Rehearsals. The first of these simulations will be given in December and this will serve as the baseline assessment for the school year. Teachers will use the data from this simulated exam to plan instruction for the subsequent three months. The second of these exams will be given in late February. This exam will be used to monitor the impact of instruction since the baseline and adjust instruction as needed for the remainder of the school year.

As a school PS 189 will have an AIS afterschool program for students in grades three, four and five. This program will run three days a week for an hour and half. This program will target the lowest performing students and will provide targeted small group instruction to meet there and identified needs in ELA and Mathematics.

Our network will also provide support for this goal by the following:

- Network special education achievement coach will work with school leaders to build school-based capacity and provide support for special needs teachers in the form of disaggregating data, modeling, assisting with planning supports for students to access the curricula (UDL) and grouping of students based on needs to facilitate differentiation.
- The network special education achievement coach will work with school leaders to build school-based capacity and provide targeted feedback to teachers of self-contained/CTT/SETSS students during formative observations and network led instructional rounds.
- The special education achievement coach will provide professional development to teachers of self-contained/CTT/SETSS students based on data and needs identified through observations
- The network will conduct targeted professional learning opportunities for leaders/teachers of students with disabilities in the areas of UDL, RTI, differentiated instruction and scaffolding strategies.

b) staff and other resources used to implement these strategies/activities,

- PS 189 has an on-site teacher center that will be used to provide ongoing professional development for staff. This professional development will take place during and after the school day. A staff developer will be used to model lessons, facilitate book studies, and provide coverage to teachers so that the staff may have inter-visitations.
- Our principal as well as two assistant principals will be engaged in frequent formative observation cycles after which they will give targeted feedback around ELA and math instruction.
- The school had us SBO vote which turned one of our extended day sessions from working with small groups of students into an session where teacher teams can meet and to work with data. This work with data includes looking at student work, reviewing student testing data and analyzing student Fountas and Pinnell reading data,
- The extended day program has been arranged to incorporate all students in grades three through five as well as our most needy students in a kindergarten through grade two. This is an additional 37 ½ minutes of instruction three days a week. Students will be small groups of 10 or less
- One of our assistant principals will be aligned to work primarily with grades K through three supporting ELA and math instruction. The other assistant principal will be aligned with grades four and five to support ELA and math instruction.
- Both assistant principals will be attending professional development provided by Teachers College and our network. The Teachers College professional development will better prepare the assistant principals in giving actual feedback to teachers during the readers and writers workshops. The network question development series will cover a variety of topics including the common core learning standards and following the inquiry cycle to identify student needs to adjust instruction. These professional development opportunities will once again enable our assistant principals to better support our teachers.
- PS 189 has hired two Teachers College coaches to come in on monthly basis to provide ongoing question development with our teachers. This professional development will take place in the form of lab sites, model lessons, one-on-one planning, unpacking of our units of study and creation rubrics.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
   - On a monthly basis, teachers have grade level meetings after school. During these meetings the principals and assistant principals will have conversations around the effectiveness of programs and materials. Based upon these conversations there will either be a continuation of what has been implemented or an adjustment.
   - In addition the UFT steering committee meets monthly with the principal to identify areas of concern and plan solutions.

d) timeline for implementation.
   - **By February 2012 data from interim assessments will be disaggregated to compare progress of self-contained/CTT/SETSS students to other groups of students.**
   - **analysis of student work to monitor and compare progress of this group of students.**

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.
  - On a monthly basis PS 189 will have workshops for parents on a variety of topics such as: the Teachers College reading and writing workshop, Everyday Math, New York State exams, how they can help their child at home, the use of technology and the importance of reading with their child.
  - There is a parent coordinator will serve as a liaison between school and families. The parent coordinator provides parent-based workshops based upon the wants and needs of our parent community. The Parent Coordinator will keep a log of events and activities for each month.
  - A monthly school based calendar will be created. This calendar will contain all upcoming events for the month where parents will have an opportunity to either attend a professional learning activity or participate in their child's education. This calendar will be sent home via backpack as well as uploaded to the school website. To support our parents who need materials provided in languages other than English translation of the calendar will be sent home.

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.

  - PS 189 will create a hiring committee that will screen and interview all potential candidates for vacancies. This committee will serve in an advisory capacity to the principal and administration in the hiring of new staff.
  - To ensure that our staff becomes or maintains their highly qualified status the school will provide ongoing professional development within the building and set aside funds for staff will need to continue their post-bachelor work.

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.

  - In order to meet state, federal and local mandates PS 189 ensures that all students that meet these criteria have equal access to all programs. For example students who are living in temporary housing will be invited to our AIS afterschool program although yellow school bus transportation cannot be provided at programs end the school will provide Metrocards so the students may attend the program.
  - In addition PS 189 will ensure that all IEP mandates are followed.

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.
    - PS 189 will use some of the fair student funding to provide training rate to teachers. In August of 2011 a three day professional development series was put together for teachers. The topics of this workshop series was centered around implementation of the common core learning standards in English-language arts and the Teachers College reading and writing workshops. Teachers received staff development provided by the assistant principals; they were also provided with time for common planning.
    - PS 189 will use some fair student funding to create an AIS afterschool program for students in grades three through five.
    - PS 189 will use our title III funds to create a position during in the afterschool program for ESL teacher. This teacher will provide support for our ELL students were enrolled in this program.]
    - Title lla funds have been used to reduce class size and grade 1.
    - Fair Student Funding has also been used to create both assistant principal positions, an AIS teaching position and our UFT teacher center liaison position.
    - All IDEA funds have been aligned to meet the IEP needs of our students. For example funds of aligned to students who need one-on-one paraprofessionals as well as and dated services such as speech guidance occupational and physical therapy.

ANNUAL GOAL #4 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 #4

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

By June 2012, improve safety and discipline in order to establish a positive culture for learning as measured by teacher responses on the learning environment survey and a reduction in the number of suspensions and incidents.

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 looking at the Learning Environment Survey the overall safety and respect score was 7.3. In looking at the teacher score for safety and respect our score dropped to 6.2. On key questions in the learning environment survey such as:

1. Order and discipline are maintained at my school. Teachers only 44% of teachers agreed with this statement.
2. I can get help I need in my school to address student behavior and discipline problems only 34% of the teachers agreed with this statement.
3. Crime and violence are problems in my school. Only 36% of teachers agreed with the statement.
4. Students in my school are often threatened or bullied. Only 45% of teachers disagreed with the statement.

Another source of data that supports this goal is the State Report Card. The State Report Card shows an increasing trend of student suspensions from 5% in 2008-2009 up to 11% in 2009-2010.

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,
     - PS 189 implemented a school wide PBIS program.
     - PS 189 updated the CASA cares matrix.
     - PS 189 will identify students who are recidivists and come up with individual behavior plans for the students..
     - For students who do not respond to individual behavior plans FBA BIP will be created.
     - Each classroom will have a Peace Place. This area will be used by students to calm down before a situation escalates.
     - A school store will be set up where students can come spend their PBIS dollars,"Bellon Bucks", on a monthly basis. Students adhering to the CASA CARES matrix will earn "Bellon Bucks."
  b) staff and other resources used to implement these strategies/activities,
     - The two assistant principals will be used to uphold the school discipline code.
     - The guidance counselor will provide at risk sessions for students who are recidivists.
     - The IEP/SETSS teacher will spearhead our RTI for behavior program.
     - The CFN will support by the following:
       1. the network director of student services will work with school leaders to enlarge school-based capacity as well as monitor and analyze monthly safety/suspension data reports to identify trends and patterns
       2. the network director of student services will support the schools positive behavior interventions sports program by observing providing feedback and recommendations for continued improvement in order to build school-based capacity.
       3. The network leader will recommend and support implementation of the book of the month in order to build school community, positive culture, conflict resolution and self-esteem.
       4. The network director of student services will facilitate a series for guidance counselors to promote positive behavior intervention supports

programs and elicit/share strategies for improving discipline.

,

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
   - in August of 2010 during our Summer Institute all staff in attendance were asked to work on updating the schools CASA CARES matrix.
   - On a monthly basis principal meets with the UFT consultation committee to address safety needs and concerns as they arise. This group advises action plans to address any new safety or behavior concerns. So now

d) timeline for implementation.
   -

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.
  - On a monthly basis PS 189 will have workshops for parents on a variety of topics such as: the Teachers College reading and writing workshop, Everyday Math, New York State exams, how they can help their child at home, the use of technology and the importance of reading with their child.
  - There is a parent coordinator will serve as a liaison between school and families. The parent coordinator provides parent-based workshops based upon the wants and needs of our parent community. The Parent Coordinator will keep a log of events and activities for each month.
  - A monthly school based calendar will be created. This calendar will contain all upcoming events for the month where parents will have an opportunity to either attend a professional learning activity or participate in their child's education. This calendar will be sent home via backpack as well as uploaded to the school website. To support our parents who need materials provided in languages other than English translation of the calendar will be sent home.

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.
  - PS 189 will create a hiring committee that will screen and interview all potential candidates for vacancies. This committee will serve in an advisory capacity to the principal and administration in the hiring of new staff.
  - To ensure that our staff becomes or maintains their highly qualified status the school will provide ongoing professional development within the building and set aside funds for staff will need to continue their post-bachelor work.

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.
  - In order to meet state, federal and local mandates PS 189 ensures that all students that meet these criteria have equal access to all programs. For example students who are living in temporary housing will be invited to our AIS afterschool program although yellow school bus transportation cannot be provided at programs end the school will provide Metrocards so the students may attend the program.
  - In addition PS 189 will ensure that all IEP mandates are followed.

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.
  - PS 189 will use some of the fair student funding to provide training rate to teachers. In August of 2011 a three day professional development series

was put together for teachers. The topics of this workshop series was centered around implementation of the common core learning standards in English-language arts and the Teachers College reading and writing workshops. Teachers received staff development provided by the assistant principals; they were also provided with time for common planning.

- PS 189 will use some fair student funding to create an AIS afterschool program for students in grades three through five.
- PS 189 will use our title III funds to create a position during in the afterschool program for ESL teacher. This teacher will provide support for our ELL students were enrolled in this program.]
- Title lla funds have been used to reduce class size and grade 1.
- Fair Student Funding has also been used to create both assistant principal positions, an AIS teaching position and our UFT teacher center liaison position.
- All IDEA funds have been aligned to meet the IEP needs of our students. For example funds of aligned to students who need one-on-one paraprofessionals as well as and dated services such as speech guidance occupational and physical therapy.
- Fair Student Funding will be used to create the school store.

ANNUAL GOAL #5 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 #5

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

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.

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.

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.

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.

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.

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.

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	8	8	**N/A**	**N/A**	0			
1	9	9	**N/A**	**N/A**	2			
2	20	20	**N/A**	**N/A**	2		1	
3	55	55	**N/A**	**N/A**	1			
4	30	30	**16**	**15**	3			
5	30	30	**19**	**19**	5			
6								
7								
8								
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	**Service targeted students who received either a level 1 or 2 on the NYS ELA exam will be done through a pull out model during the regular school day; general class lesson/skill will be the foundation; small group and one-to-one alignment will coordinate with class program; data will be recorded by AIS staff for each student served to assess progress; tutoring and pull-out service will be based on assessment data. Extended day and After school programs targeting all level 1 and 2 students will be in place.**
Mathematics	**Service targeted students who received either a level 1 or 2 on the Math exam Service will be done through pull out model during the regular school day; general class lesson/skill will be foundation; small group and one-to-one alignment will coordinate with the classroom program; data will be recorded by AIS staff for each student served to assess progress; tutoring and pullout service will be based on assessment data; Extended Day and After school programs targeting all level 1 and 2 students will be in place.**
Science	**Classroom Teachers will provide small group instruction during the school day. The program will be based upon reinforcement of the daily instruction of the science program.**
Social Studies	**Classroom Teachers will provide small group instruction during the school day. The program will be based upon reinforcement of the daily instruction of the social studies program.**
At-risk Services provided by the Guidance Counselor	**Consultations with teachers to prepare child study report for child study team review; parent consultations to evaluate student, parent and family needs; participate on child study team; conduct functional behavioral assessments (FBA). Develop plans for behavioral modifications**
At-risk Services provided by the School Psychologist	**Observations of children during classroom and play activities; review formal and informal child assessments and confer with teachers and parents to evaluate children's strengths, problems or special needs; develop academic and behavioral goals for students; group and individual educational counseling; parent/student conferences; mandated reporter.**

At-risk Services provided by the Social Worker	**Provide individual and group counseling to students that exhibit inappropriate behavioral patterns. Classroom observation to assess students with emotional stress. Making referrals to direct children and their family to community-based assistance providers and other community organizations. On-going parent conferences. Report allegations of physical abuse and educational neglect to the State Central Registry**.
At-risk Health-related Services	

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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 (or a dedicated staff person) 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 Parent Curriculum Conference;
- 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;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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 will 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 prompting 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 arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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 Jose Ruiz/ Petrina Palazzo	District 11	Borough Bronx	School Number 189
School Name Cornerstone Academy for Social Action			

B. Language Allocation Policy Team Composition ⓘ

Principal James Bellon	Assistant Principal Leslie Fiske
Coach	Coach type here
ESL Teacher Evelyn Figueroa	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Majorie Austin
Related Service Provider Linda Cavallo	Other Andrea Tucci
Network Leader	Other Ayisha Wade (Small)

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	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	388	Total Number of ELLs	28	ELLs as share of total student population (%)	7.22%

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

Response to 1-6

1. The identification process is conducted by a licensed pedagogue. In order to properly identify ELL students, The Home Language Identification Survey (HLIS) is administered by Evelyn Figueroa, our certified ESL Coordinator/ Teacher, who is spanish speaking, or a designated pedagoue that is available to support when a student is initially registered at our school and their home language is a language other than English. Mrs. Figueroa is our primary, licensed pedagogue who supports the families in completing the HLIS. When Mrs. Figueroa is unavaiable we have a secondary group of designated,englsh speaking, licensed pedagogues to assist the families in completing the HLIS. They are as follows: Ms. Linda Cavallo-IEP/SETTS teacher, Mrs. Elizabeth Brown-Davis-Teacher Center Facilitator, Mr. James Bellon-Principal, Ms. Leslie Fiske-Assistant Principal, Ms. Andrea Tucci-Assistant Principal or Ms. Wade-AIS Service Provider. In the event that a family needs specific language translator, a translor is contacted and if one is available they will help with the HLIS. In addition to the HLIS, Ms. Figueroa also conducts informal interviews with the ELL students to determine their language of proficiency. Within the first 10 days of the students' registration, the students who are identified as being speakers of a language other than English are administered the LAB-R and/or Spanish LAB by Mrs. Figueroa.

Once students are identified as ELLs based on the their LAB-R scores, which is below proficient, they are then provided ELL services. The RLAT ATS report provides us with each student's LABR scores, proficiency level (beginner, intermediate or advanced), and the student's previous years NYSESLAT scores which inturn determines their NYSESLAT eligbilty. In the spring Ms. Figueroua administers the NYSESLAT to all students that score below proficient to measure their progress in the four modalities listening, speaking reading and writing. Students are tested annually according to the RLAT report until they score proficient. Once a student becomes proficent in all four modalities students ELL services are discontinued and they receive transitional support for two years. These transitional services include but are not limited to: ELL strategies used in the classroom, test modficiations, Academic Intervention Services, academic afterschool support.

2. At the beginning of the school year, the families of all identified English Language Learner (ELL) students are invited to attend a parent orientation session, lead by the ESL Coordinator/Teacher, the Parent Coordinator, and the Assistant Principal of ESL to welcome families to the school, to discuss the mission of the school, and to disseminate information about program choices (transitional bilingual, dual language, free standing english as a second laguage). This parent orientation session is conducted within the first ten days of the beginning of the school year. After the initial discussion about the school, we have a break out session where the families of ELL students watch the program selection video in their language. Then the ESL Coordinator/Teacher speaks to individual families regarding the choices they can select from: Transitional Bilingual, Dual Language, or Freestanding ESL. At the end of the session opportunities for questions from the parents are allotted, and support is then provided to the parents so they can complete the Program Survey and Selection form and leave it with Mrs. Figueroa. For those families who select freestanding ESL, Mrs. Figueroa describes our program model and how it has worked for our school in detail to them.

The families of those students who are not able to attend the first session are contacted by the ESL Coordinator/Teacher and are provided individualized support with the completion of the Parent Survey and Program Selection form and/or an opportunity to view the video by appointment, within the first month of arrival. A second session is available if and when the need arises. Parents who select a program other than the program that is offered at our school, are given the option of: the ESL Coordinator/Teacher or the Parent Coordinator reaching out to schools that have the program they have selected and finding placement for their child, or being placed on a list for a Transitional Bilingual or Dual Language classroom and once there are enough students to create the class in the school, placing their child in that class. As an overflow school, we accept new students throughout the year. Over the course of the year the ESL Coordinator/Teacher and the Parent Coordinator work together to ensure that parents are kept informed and provided with the information necessary to complete the Parent Survey and Program Selection form regardless of when in the calendar year their child is admitted to our school. The parents are given opportunities to come in and discuss their options and view the video by appointment. A Parent Orientation Session is also offered when there is more than one parent that can attend on a specific date.

3. Entitlement Letters and Parent Survey and Program Selection forms are distrubted once students have been identified as ELLs. Letters are sent home via the student with a return date which is three to four days of the date of distribution. The date of distribution falls within the first ten days of the school year. Therefore parents that come to the parent orientation session can make an informed decision on which program model best suits their child. Parent Survey and Program selection forms are collected at the end of the parent orientation session. For the parents that do not attend the orientation session, the form is collected after the meeting with the ESL Coordinator/ Teacher. Ms. Figueroa maintains a spreadsheet documenting all of the letters sent pertaining to the ELL identification process in the Home Language Identfication Survey Binder, which includes Entitlement letter, Continued Entitlement Letters, Home Language Surveys, Parent Survey and Program Selection Form and Non Entitlement Letter. Copies of all of the letters and the survey are kept in the binder and a copy is placed in the student's cummulative record.

4. All ELLs are assessed using the LAB-R (Language Assessment Battery-Revised), Spanish LAB (when necessary), and the NYSESLAT (New York State English as a Second Language Achievement Test) to determine their English language proficiency levels—beginner, intermediate or advanced. Students are then placed in our Freestanding ESL program. Students in ESL are placed in grade appropriate classrooms and receive instruction in English. English language supports are provided by both the classroom teacher and the ESL teacher through a push-in/ pull-out model. This year most of our ELLs were placed in the same classroom per grade with the exception of some students due to classroom composition or because their IEP warrents a particular setting.

Letters are sent to families informing them of program placement, continued entitlement, or non entitlement. Letters are translated into the available languages offered by the department of education and sent home. If the family speaks a language that is not offered, the letters are sent home in english. Translation services are used when ever possible to accommodate families. Ms. Figueroa maintains a spreadsheet documenting all of the letters sent pertaining to the ELL identification process in the Home Language Identfication Survey Binder, which includes Entitlement letter, Continued Entitlement Letters, Home Language Surveys, Parent Survey and Program Selection Form and Non Entitlement Letter. Copies of all of the letters and the survey are kept in the binder and a copy is placed in the student's cummulative record.

5. After reviewing the Parent Survey and Program Selection forms since we began as a school four years ago, the trend is that parents select Freestanding ESL although this year for the first time we had a parent select a Dual Language program for her child. We placed her child's name on list for the Dual Language program and advised her about schools in the Bronx that offer the program. She preferred to leave her on a list for this school since the Dual Language programs are too far. She was also advised that in meantime her child would be placed in the Freestanding ESL program we offer. Since we offer a Freestanding ESL program, this is in line with the majority of our parent requests. Students who have been placed in ESL in previous years and still eligible for services remain in the program.

6. Currently the program model offered at P.S. 189 is aligned with the parent request. In the event that a parent request is a program other than ESL we will follow the proper procedures to place their child in the program of their choice:

-place child on list for the program of choice

-contact schools within the community or near by community that offer program of choice and availabilty

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):
Dual language program	Yes ⊙	No ❄	If yes, indicate language(s):

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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	2	2	2								9
Total	1	1	1	2	2	2	0	0	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	**Newcomers (ELLs receiving service 0-3 years)**	22	**Special Education**	6
SIFE	0	**ELLs receiving service 4-6 years**	6	**Long-Term (completed 6 years)**	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	28		6							28
Total	**28**	**0**	**6**	**0**	**0**	**0**	**0**	**0**	**0**	28
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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

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
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):	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	4	1	5	2	5								**19**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic	1	1			2	2								**6**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other	1				2									**3**
TOTAL	**4**	**5**	**1**	**5**	**6**	**7**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**28**

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

1a-b. In an effort to provide our LEP/ELL students with the required amount of English as a second language (ESL) instructional minutes as per CR Part 154 our school is following a push-in model in all grades with opportunities for pull out to address individual needs. Our certified ESL teacher provides support to both students and the teachers in kindergarten through 5th grade. We have tried to place all ELLs in the same classroom per grade but due to individual circumstances some ELLs had to be placed in other classrooms for example: 1 first grade ELL had to be placed in a CTT setting as per her IEP. ELL students in each grade/ classroom are paired as much as possible in each content area with a speaker of their own native language (if available) in heterogeneous cooperative groups that also include at least one native English speaker. In this way English language learning can be supported and a risk free environment created whereby students speaking the same native language can support each other in both skills acquisition and conceptual learning and be supported by peers who are native English speakers.

2a. Our ESL teacher pushes into each classroom according to the mandated minutes of the ELLs with in the classroom. She pushes in 8 periods a week to classrooms that have beginners and intermediate students and four periods a week to classrooms that have advance students. Mrs. Figueroa tries to push in during literacy instruction but will also supports students in the other content areas. Ms. Figueroa follows a rigorous schedule on a daily basis to ensure that our students needs are met.

b. The freestanding ESL program pimarily follows a push in model with opportunities for pull out to support beginners with targeted language support. The ESL teacher uses ESL and the Common Core Learning Standards to plan, support and deliver content. Students receive ESL services according to the mandated minutes stated in CR Part 154: Beginners receive 360 minutes of ESL instruction, Intermediates receive 360 minutes of ESL instruction , and Advanced students receive 180 minutes of ESL instruction and over 180 minutes of ELA instruction.

3. At P.S. 189 student learning and instruction is achieved through a balanced approach in literacy, math (through the use of manipulatives, writing, literature, technology and the development of problem solving skills) and the other content areas. The Workshop Model is the design selected in each content area in order to achieve compatible, comprehensive learning practices. Our school literacy curriculum is based on the Teachers College Reading and Writing Project. The teacher models, monitors, and analyzes student learning and understanding in order to extend, expand, and plan future instruction. A variety of ESL methodology and instructional strategies are used including Total Physical Response (TPR), the Cognitive Academic Language Learning Approach (CALLA), and the Language

A. Programming and Scheduling Information

Experience Approach (LEA) to make the learning accessible to our ELLs. In the classroom, adaptations for ELLs have been added to our curriculum to support students' learning. Instruction is scaffolded and differentiated with the support of the ESL teacher (ESL-pushin program). Teachers model the strategies and skills for reading and writing during mini lessons such as: think-alouds, think-pair-share, KWL charts, graphic organizers, accountable talk prompts, modeling to build background knowledge and build schema. Students then practice what the teacher modeled independently, in collaborative groups or in partnerships. Students also work with the teachers in small groups that target their specific needs.

The University of Chicago's Everyday Mathematics Program is used for mathematics instruction. It is a developmentally appropriate balanced mathematics program with a focus on problem solving, skills development, and conceptual understanding through the use of hands on concrete activities connected to real life. The program includes activities specifically designed to meet the needs of English Language Learners. To further support academic language acquisition in mathematics for ELLs, All K-2 classes have picture supported math word walls; all 3-5 classes have student created math word walls that require pictorial representation as well as a definition and use of the term in a sentence. Any ELL student who has previously been taught math in Spanish also receives student in-class and homework books in Spanish. There is also an online website that students and their families can access in both English and Spanish. Both of these allow for parents to be involved in the math learning of their children. Social Studies is based on the New York City Scope and Sequence for each grade level and is aligned with the Common Core Learning Standards. In all grades the leveled library core curriculum option was chosen so that concepts can be accessed by ELLs regardless of their reading level. It is supplemented with the Nystrom Atlas program which was purchased as it provides concrete pictorial support. The Science program is Foss, an Inquiry Based, cooperative, hands on program which lends itself to ELL learning through the use of realia.

Instruction is scaffolded and differentiated in all content areas with the support of the ESL teacher. Ms. Figueroa collaborates with teachers in lesson planning to support the students in language acquitions, and to make content accsessible to ELLs at all proficieny levels. Teachers are encouraged to use a variety ESL methodologies such as nonlinguistic representation. Non-linguistic representation is a variety of activities including creating graphic representations, making physical models, and engaging students in kinesthic activities. An example of this in science would be providing an ELL with an actual rock along with a picture of rock. The ESL teacher suggests the use of realia to both engage the student and provide a concrete experience. The ESL teacher also supports the teachers in differentiating the homework for ELLs for example a 4th grade student who still needs phonic support receives homework that focuses on phonic.

4. ELLs are evaluated in their native language when possible. Our ELLs are able to take the Spanish LAB and to take the state mathematics exam in Spanish. Translators are available to support our students during the state math and science exam. Spanish speaking students have access to literature books, math materials, bilingual dictionaries, and content area vocabulary glosseries. ELLs who speak languages other than spanish have access to bilingual dictionaries, and content area vocabulary glosseries. We provide our students with translators when necessary.

5. At P.S. 189, we differentiate instruction for ELL subgroups. We strive to ensure that each child's individual needs are met.

a. As of yet we have not had SIFE students at our school, but in the event that we do have SIFE students that enter our school we will provide them with in classroom support from the ESL teacher and AIS. After assessing the student should he/she require additional supports we will plan accordingly.

b. Currently we are now following a push-in model therefore our ESL teacher provides our newcomers students with in classroom supports. Lessons are made comprehensible with the infusion of realia, visuals, picture dictionaries, content glossaries, scaffolding strategies, computers, small group instruction, and individualized support. Since all teachers meet collaboratively for curriculum planning on the grade level teams and work together to analyze collected data, student needs are addressed and revised on an ongoing basis. For our students who are recent arrivals our ESL teacher provides them with additional supports in small groups outside of the classroom using the On Our Way to English for Newcomers program and Wilson Fundations.

c. ELLs receiving service for 4-6 years receive in classroom supports from the ESL teacher similar to that of the newcomers. In addition to the in classroom supports ELL students also receive additional English Language Arts support in the form of Academic Intervention Services (AIS-pullout program) which is a literacy intervention program and after school which is both a literacy and math intervention program. ELL students are provided with small group instruction that consist of guided reading/ strategy groups, word study, and writing in literacy and scaffolded math support that incorporate supplemental math materials.

d. As of yet we have not had long terms ELLs but in the event that we do have them in our school we will provide them with in classroom support, and AIS. After assessing the student should he/she require additional supports we will plan accordingly.

A. Programming and Scheduling Information

6. Presently we have 1ELL student with an IEP in the first grade Intergrated Co-Teaching (iCT) classroom, and 1 in the second grade ICT classroom. We also have 4 ELL students who are receiving special education services in a 12:1:1 third grade classroom and 1 student in the fifth grade ICT classroom and 1 student in a 12:1:1 fifth grade classroom. The classroom teacher, the special education teachers, and the ESL teacher work closely together to ensure that the educational needs of these students are addressed both in terms of their goals in their IEPs and goals set and based on LAB-R and/or NYSESLAT results. ELL adaptations have been added to the curriculum to enhance the instruction for ELLs. Instruction is scaffolded and differentiated with the support of the ESL teacher (ESL-pushin program). Teachers model strategies and skills for reading and writing through mini lessons using strategies such as: think-alouds, KWL charts, graphic organizers, think-pair-share to build schema, and accountable talk prompts. Vocabulary is introduced and supported through pictures and realia when texts are previewed. Wilson Fundations is also used to provide students with explicit targeted phonics instruction. Students also participate in a targeted extended day program which provides them with additional supports to improve their linguistic and academic

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

time and recess together depending on the grade level. ELL-SWDs are invited to the Sports and Arts After School program and our school's Academic After School Program. They are also invited to participate in our school's extra curricular activities such as: field day, our school's valentine dance, and game nght as well as other school events.

Courses Taught in Languages Other than English

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

8. Setting clear goals for ELLs is vital to their academic success and achievement. ELL students are held to the same high standards and expectations promoted and aligned within the Common Core Learning Standards. Developing and assessing their needs while maintaining high performance standards and expectations is the core of the Principles of Learning, essential to the development and academic

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?
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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

8. Setting clear goals for ELLs is vital to their academic success and achievement. ELL students are held to the same high standards and expectations promoted and aligned within the Common Core Learning Standards. Developing and assessing their needs while maintaining high performance standards and expectations is the core of the Principles of Learning, essential to the development and academic achievement of ELLs. Instructional materials have been aligned with the Principles of Learning, guided and organized by the New York City Department of Education, which ensures a learning environment of differentiated instruction. Academic Intervention Services (AIS) provide additional remediation and support for ELLs to attain a higher level of academic achievement and success. This year we have one AIS provider who supports student learning. ELLs who are identified as needing additional help in literacy, and mathematics are provided with AIS support. All ELL students in grades 3-5 are invited to attend our after school program whose focus is academic intervention in literacy and mathematics. The after school program is taught by our certified ESL teacher and common branch teachers who plan collaboratively to ensure that ELL strategies are being used throughout the lessons to support the ELL students in their small groups.

9. ELL students who have reached proficiency on the NYSESLAT are given in classroom supports by classroom teachers, and ESL teacher. They also participate in the extended day program which provides additional academic support, they continue to receive test modications and are invited to the after school program.

10. This year we will be purchasing Imagine Learning a literacy based computer program. We will be using this program to provide additional supports to our ELLs who have recently arrived, and potential long term ELLs. The Teachers College coaches will be collaborating with our ESL teacher on a monthly basis modeling best practices in reading and writing to strengthen the literacy skills of our ELLs.

11. Currently we are not discontinuing any programs available to ELLs.

12. a. All our ELL students have the same opportunities as the rest of the students in our school to participate in the different programs we offer. The following programs are used during the school day and are offered to all are students as a part of their scheduled day or according to the student's need: Teacher's College Reading and Writing Project, Everyday Mathematics, Foss Science Program, NYS Core Curriculum for Social Studies, On Our Way to English Newcomers Program, Leveled Literacy Intervention, Positive Behavior Intervention Systems, Read naturally, Wilson, Wilson Fundations, Words their Way, Imagine Learning. Our ELLs are also invited to participate in the Sports and Arts After School Program. We send letters and flyers home to the families informing them about the programs we offer. We communicate the information through parent orientation, open house, parent/teacher conferences, and PTA meetings. Translators are invited to support our families. The ESL teacher is also available to support with Spanish translation and is member of many of the school committees such as Pupil Personal Team, Curriculum Development team, and Site Committee to ensure that ELLs are represented.

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B. Programming and Scheduling Information--Continued

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

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)?

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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.

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1. P.S. 189 provides professional development throughout the school year for our personnel in-house, as well as outside of the school. These professional development sessions are carried out through the school year for ESL coordinator, all teachers, general education, special education, guidance counselor, secretaries, and the parent coordinator. The professional development will be differentiated as needed, focusing in our population and their strengths and weaknesses. We monitor our data closely in order to provide better instruction and opportunities for our staff to grow as professionals.

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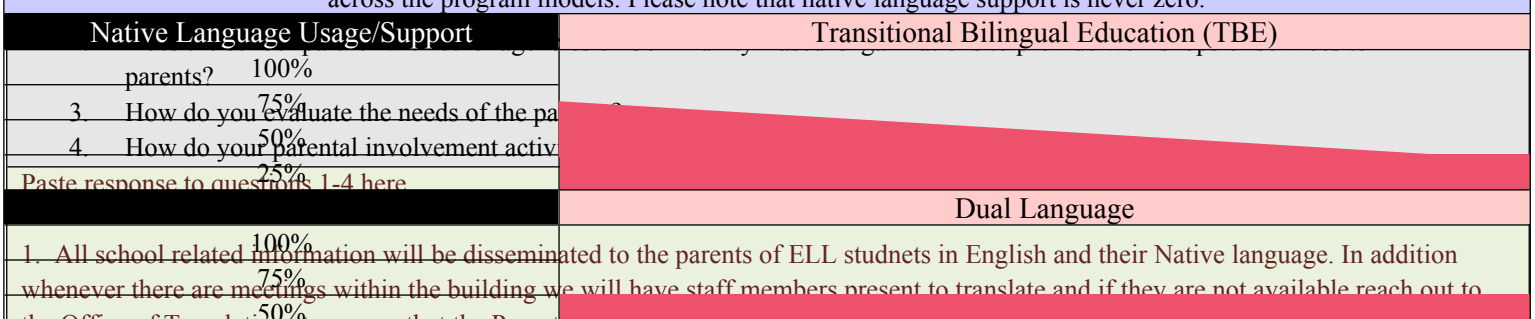
Native Language Usage and Supports

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



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B. Programming and Scheduling Information--Continued

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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

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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
Beginner(B)	2	4		3	1	3								13
Intermediate(I)			1	2	3									6
Advanced (A)	2	1			2	4								9
Total	4	5	1	5	6	7	0	0	0	0	0	0	0	28

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

NYS ELA					
Grade	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Total**
3	2	1	1		4
4	2	4			6
5		2			2
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

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

NYS Science									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Total**
	English	NL	English	NL	English	NL	English	NL	
4	1		3		2				6
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here

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: _____		**School DBN:**	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 11x189 **School Name:** Cornerstone Academy for Social Acti

Cluster: 606 **Network:** 6

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.

We use results from our Home Language Identification Surveys to assess our school's written translation and oral interpretation needs. We maintain a current record of the primary language of each parent on the student emergency cards and in ATS. Copies are kept in the students' cumulative records of the Home Language Identification Survey as well as in the ESL Coordinator's office.

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.

We found that we need written translation and oral interpretation services in Arabic, Spanish, Wolof, and Mandingo. We have 23 Spanish speaking students, most of whose families need both oral interpretation and written translation services. There are three families who need oral and written translation services in Arabic, two in Urdu, one in Twi, one in Wolof, and one in Mandingo. We communicated our findings through flyers and our Parent Coordinator.

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.

In order to meet the needs of our families, the school will provide written translation services primarily by using school staff and parent volunteers. The general school practice is agreement by several staff and parent members for Spanish translation. For other languages we use the services provided by the Translation and Interpretation Unit within the Office for Family Engagement and Advocacy. When such services cannot be provided by them, we will use an outside vendor.Translation funds are utilized in order to support this work by paying for per session and outside vendor fees. At times parents choose to rely on an adult friend or relative to translate for them. We have found this most often to be the case for Mandingo.

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

Our ESL Coordinator and other bilingual school staff provide oral interpretation services in Spanish. We use the Translation and Interpretation Unit within the Office for Family Engagement and Advocacy for other languages. When such services cannot be provided by them, we will use an outside vendor. Translation funds are utilized in order to support this work by paying for per session and outside vendor fees. At times parents choose to rely on an adult friend or relative to interpret for them. We have found this most often to be the case for Mandingo. We also arrange for interpretation services to be provided for all parent meetings where interpretation services are appropriate.

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.

We fulfill the parental notification requirements by accessing and distributing documents created by the Translation and Interpretation Unit. We indicate on documents, letters, and fliers that are distributed to families that services are available. We have provided parents that speak a language other than English with a translated Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We have posted a sign in our building entrance and lobby in each of the covered languages indicating the availability of interpretation services. Our Parent Coordinator also has the information available and displayed. As one of her responsibilities, our Parent Coordinator coordinates and ensures that school documents are translated in a timely manner.

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: CASA PS 189x	DBN: 11x189
Cluster Leader: Jose Ruiz	Network Leader: Petrina Palazzo
This school is (check one): ❄conceptually consolidated (skip part E below) ✪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): ✪Before school ❄After school ❄Saturday academy ✪Other:
Total # of ELLs to be served: 18 Grades to be served by this program (check all that apply): ✪K ✪1 ✪2 ❄3 ❄4 ❄5 ✪6 ✪7 ✪8 ✪9 ✪10 ✪11 ✪12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

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:
Rationale: At P.S. 189 we have created two supplemental programs to provide optimal academic opportunities for our English Language Learners (ELLs), and former ELLs who are at risk and struggling academically. The first program is the Academic After School Program which is based on the data from the New York State ELA and Math item analysis. This program is being designed for students who scored a level 1, ELLs, former ELLs, and Students with Disabilities (SWDs). The program's goal is to boost students academic achievement in literacy and math. We hope to expand our program to provide the same opprtunities to students who scored a level 2.

The second program is the NYSESLAT Saturday Academy This program will be specifically designed for our ELLs and will provide targeted focused instruction based on the results of the NYSESLAT data. Our goal is to support our students to improve their reading and writing skills and prepare them for the NYSESLAT.

Subgroups and Grade Levels of Students to be Served: Students who will be invited to participate in the After School Program are students in grades 4 and 5 who scored a level 1 on the NYS ELA and Math, students in 3rd grade who are preforming below grade level, ELLs in grades 3-5, and students with disabilities in grade 3-5. If there is space available students who are preforming at a level 2 will also be invited.

Students who will be invited to the Saturday NYSESLAT Academy are ELLs who are in grades 3-5 ,have been at the intermediate or advanced proficiency level for more than two years, and struggling with reading and writing. This program is an intensive targeted support for our students to prepare them for the reading and writing section of the NYSESLAT. This program will be taught by our ESL teacher.

Schedule and Duration: The After School Program will begin the week of January 1st and end the week of April 5th. Students will attend the program Tuesday through Thursday from 3:00 to 4:15 pm.
The Saturday NYSESLAT Academy is a 3 Saturday program from 9-12pm that will begin on Saturday April 28, 2012, followed by Saturday May 5, 2012, and Saturday May 12, 2012.

Language of Instruction: The instruction in both programs will be delivered to all our students in Engish.

and Types of Certified Teachers: The Academic afterschool program will be formatted into 2 classes per grade, for a total of 6 classes from grade 3 through grade 5. Each of these classes will be taught by a common branch teacher. One class on each of the grade levels will be designated as an ELL class and will have all ELL students for that grade in conjunction with general education students. The ESL teacher will push in to the afterschool roomswhich have the ELL students to teach during literacy once a week to provide ESL strategies and support to the students. In addition to this there will be plenary sessions where the ESL teacher will meet with the common branch afterschool teachers so they may plan together for this group of students.

Part B: Direct Instruction Supplemental Program Information
Types of Materials: For the The Rally Essential Skills for Reading and Essential Skills for Math Success is the program we will be using to support our students in the After School Program. This program is researched based, aligned to the New York State Common Core Learning Standards and was developed to support struggling readers and ELLs. For the Saturday NYSESLAT program we will be using the Empire State NYSESLAT. This program is designed specifically for ELS students and supporting them in preparation for the NYSESLAT exam.

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: Rational: Professional Development will be provided to all teachers who will be supporting our ELL students by the Principal and Assistant Principals with support from the ESL teacher who will be providing ESL strategies and methodologies. The professional development sessions will focus on the implementation of ELL best practices and infusing them into the RALLY program. Teachers will also be provided with time to work collaboratively and plan for the students. Teachers to Receive Training: All teachers who will be supporting our students in the After School program: 1 common branch teacher per grade and the ESL teacher. The ESL teacher Ms. Figueroa will receive the training as well as provide the common branch teachers with support in providing our ELLs with ESL strategies. Schedule and Duration: These professional development opportunities will be covered over four 45 minute sessions. These sessions will be held afteschool. Topics to Be Covered: How the Teachers College Reading and Writing Project supports the needs of ELL students. Academic Language Supporting Ells during reading Supporting Ells during writing Name of Provider: James Bellon Leslie Fiske Teacher's College Coaches CFN 606 Bronx BETAC

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: Rational: All school related information will be disseminated to the parents of ELL studnets in English and their Native language. In addition whenever there are meetings within the building we will have staff members present to translate and if they are not available reach out to the Office of Translations to ensure that the Parents of our ELL students receive the information in the language they are most comfortable. We do have many activities scheduled throughout the school year that we would like to have our Parents play a role in for example: Family BBQ in August, "Meet and Greet the Teacher", School Assemblies, Parents Workshop on different topics, such as how to assist/support their children at home in different areas such as Reading, Writing, Math, Science, Social Studies, and Parent-Teacher Conferences. The way that we evaluate the needs of our parents is through feedback from them at our different activities, whether formal (surveys) or informal at our school. We provide the comfort to bring anything to the table at our meetings, and workshops. Our main facilitator between our school and parents is our Parent Coordinator. Our Teachers and Parent Coordinator also conduct different workshops through out the year geared to help parents support their children in different academic areas at home. These workshops are created based upon survey results, the conversations that we have with parents and the work that students are expected to complete during the school year. Schedule and Duration: Over the course of the school year we will offer monthly Parent workshops that will last 1 hour each. There will be 3 ELL specific parent workshops which will be 1 hour each. Topics to Be Covered: Topics that will be covered at the parent engagement activities will include but not be limited to: Supporting student academic achievement in different content areas, Understanding and Supporting Students taking the NYSESLAT, Parent/ teacher Conversations etc.. Name of Provider: The providers for this Professional development will be Mr. Bellon-Principal Ms. Fiske and Ms. Tucci- Assistant Principals Ms. Figueora- ESL Coordinator

Part D: Parental Engagement Activities
Ms. Austin-Parent Coordinator How Parents will be notified of These Activities: Parents will be notified of all activities through letters sent home with the students, fliers that are sent home and placed throughout the building, and through communication with the teachers and/or Parent Coordinator. The information will be translated for the families and a translator will be provided should the need arise.

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) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		