



*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

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

**17K189**

**BERTHE G. FAUSTIN, PRINCIPAL**

**BFAUSTI@SCHOOLS.NYC.GOV**

**MS. BUFFIE SIMMONS, SUPERINTENDENT**

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Name	Position and Constituent Group Represented	Signature
Berthe G. Faustin	*Principal or Designee	Signature page with signatures of SLT members remains on file at the school.
Michael Roett	*UFT Chapter Leader or Designee	
Dorothy C. Brown	*PA/PTA President or Designated Co-President	
Amidor Almonord	Member/Teacher	
Debbie Phillips	Member/Teacher	
Barbara Pennycooke	Member/Parent	
Demar A. Manradgh	Member/Teacher	
Carol Jonas	Member/Parent	
Dawn Lewis	Member/Parent	
S. Leanne Williams	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

- By June 2013, there will be a 5 point increase in the percentage of all students in grades 3-8 achieving proficiency, from 49% to 54%, on the New York State ELA exam.

### **Comprehensive needs assessment**

- Results of the 2012 ELA State exams and our school-wide monthly assessments reveal that the areas for greatest opportunities for achievement are areas involving higher order thinking skills (e.g., inferencing and drawing conclusions) and expository writing.

### **Instructional strategies/activities**

**Activity 1: Continue to implement the Junior Great Books Program, (JGB) school wide in all K-8<sup>th</sup> grade classrooms. JGB is a reading and discussion program that promotes critical thinking and higher student achievement through shared inquiry.**

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

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

**Responsible Staff Members: Administrative Cabinet and coaches.**

**Implementation Timeline: September to June 2013.**

**Activity 2: Continued use of American Reading Company's 100 Book Challenge school wide in all K-8<sup>th</sup> grade classrooms. The 100 Book Challenge is an independent reading program built around appropriate leveling of students in books that are self-selected. The program rewards students' efforts with incentives and has a built in data management system to monitor progress.**

**Professional Development: On-going differentiated professional development occurs in the classroom in the form of co-teaching and coaching. Areas for development include leveling readers for optimal learning, student conferencing, assessment, and data analysis.**

**Target Population: All English Language Arts teachers.**

**Implementation Timeline: September to June 2013.**

### **Strategies to increase parental involvement**

Parents/guardians are invited to visit the school for a school-wide orientation within the first week of school and during grade specific Open Houses thereafter. They are encouraged to attend workshops on various subjects such as the school curriculum, assessments, standards, school discipline. A monthly calendar is published to keep parents/guardians informed of on-going educational events. The school messenger system is utilized to deliver notices via telephone in the three dominant languages. A school webpage is available to keep the school

community abreast of school events and activities. All school related materials addressed to parents of English Language Learners are written in English and the parents' native languages (for example, Haitian Creole or Spanish.)

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  

	Tax		Title		Title			
<u>  X  </u>	Levy	<u>  X  </u>	Title I	<u>      </u>	IIA	<u>  X  </u>	III	<u>      </u> Grants <u>      </u> Other

If other is selected describe here:

**Service and program coordination**

The following local programs work to support the activities described in the action plan primarily by promoting a sense of self-efficacy in our students. We have found that learning and growth in the one area, results in improved confidence and ability to learn in the classroom. All the programs are provided by not-for-profit organizations and do not require additional funding. Some of our programs include:

- Boy Scouts of America
- Asthma Management Training
- Legal Lives
- Scripps Spelling Bee
- Community 2 Community Service Organization

## **Annual Goal #2**

**By June 2013, the percentage of students in grades 3-8 achieving proficiency on the 2013 NYS Math assessment will increase from 72 %(2012) to 77%.**

### **Comprehensive needs assessment**

During the monthly and state examinations, it has been observed that a substantial number of our students were not proficient at responding to open-ended questions requiring multi-step procedures and the ability to apply mathematics to solve real-world mathematical situations. Consequently, and consistent with the Common Core's emphasis on depth over breadth, we find that there exists a need to develop fluency as well as the higher order thinking skills for working out these process exercises.

### **Instructional strategies/activities**

To ensure that the students are actively engaged in rigorous tasks that meet the demands of the Common Core standards, teacher teams will continue to reorganize and implement the CCLS-aligned units of study in a sequential manner that exposes the students to the full range of standards and practices. In addition, teacher teams will also continue to make extensive use of " Exemplar" problems, along with other well planned/crafted performance tasks, geared toward building student's perseverance and critical thinking skills. This process is ongoing from September to June.

To raise the level of student learning through the use of data to inform instruction, especially in a way that is rigorous and differentiated. Our S.L.G. math consultant will assist in building capacity by training all teachers in retrieving and analyzing data pertaining to their class and individual students. The analysis will be done even at a micro level so that student strengths and challenges are revealed by math standards. This process is ongoing from September to June 2013.

To continue to support our teachers in all settings (mainstream, bilingual, and special education), especially, the new pedagogues and those who are new to our math culture. The human resources we will use for that endeavor include the Math Coach for professional development, demo lessons, and consultation. Having teachers visit other classrooms for classroom management or best instructional practices constitutes another form of support that we provide from September to June 2013. as needed.

To solidify our math culture by emphasizing lessons that are interdisciplinary (between to differing disciplines) and intra-disciplinary (between two concepts within the same discipline), and guiding students into creating rubrics to analyze peers' work. Furthermore, problem solving and writing in Mathematics will be at the center of our math culture. This endeavor will be undertaken by all students from Grades 1-8 under the leadership of the classroom teachers and the math coach from September to June 2013.

To have common-grade teachers (GradesK-8) of all settings (mainstream, bilingual, and special education) develop monthly tests, based on the CCLS that mirror the state format. By doing so, these teachers will ensure that all students are held accountable for what has been taught in the grade for the month. These monthly assessments, in fact, start with the diagnostic examination during the first week of school in September. Besides the state standardized exams, our students will be administered our school final / summative assessment in June. All instructional and assessment mechanisms will be aligned with the State Common Core Standards and the Danielson Framework for Teaching. This process is ongoing from September to June 2013.

To continue Grade Conference (K-8) in mathematics. During these conferences, teachers will conduct achievement research resulting from the CCLS-aligned tasks. As a result of this analysis, the teachers will return to the class and implement the suggested recommendations. This process is ongoing from September to June 2013.

To support academically challenged students during off-hours and on Saturdays. This process is ongoing from September to June 2013.

**Strategies to increase parental involvement**

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

**Budget and resources alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax	Title	Title		
x Levy	x Title I	_____ IIA	x _____ III	_____ Grants _____ Other

If other is selected describe here:

**Service and program coordination**

The following local programs work to support the activities described in the action plan primarily by promoting a sense of self-efficacy in our students. We have found that learning and growth in the one area, results in improved confidence and ability to learn in the classroom. All the programs are provided by not-for-profit organizations and do not require additional funding.

- Boy Scouts of America
- Asthma Management Training
- Legal Lives
- Scripps Spelling Bee
- Community 2 Community Service Organization

## ANNUAL GOAL #3 AND ACTION PLAN

### **ANNUAL GOAL #3:**

By June 2013, 90% of all teachers will use data to increase the rigor of differentiated instruction resulting in a 5 point increase in the percentage of students achieving proficiency in English Language Arts (from 49% to 54%) and in Mathematics (from 72% to 77%) on the New York State exams in grades 3 to 8.

### **Comprehensive needs assessment**

Though results of the 2012 New York State exams show a decrease in the number of students performing at level 1 (12% in ELA and 6% in Math,) there is still a large percentage of students performing at level 2 (39% in ELA and 26% in Math) and very few students performing at level 4, particularly in ELA (2 %.) This data indicates a need to fine tune the delivery of differentiated instruction through the use of on-going assessment so that all students, including ELLS and SWD, are engaged in a rigorous curriculum designed to meet their varying needs/abilities.

### **Activities:**

- Teachers will monitor growth in reading levels by completing a Running Record on every student in Kindergarten to 8th grade, including ELL and IEP students, four times a year. TCRWP benchmarks will determine adequate progress. (September, November, February, and May 2013.)
- ELA teachers and coaches will use Kidspac (100 Book Challenge) to monitor IRLA Reading Levels and progress towards the target for reading practice (800 steps) in grades K to 8. (Weekly: Sept. to June 2013.)
- To monitor progress in mathematics, students in grades K to 8 will receive monthly grade-wide assessments. (Monthly, September to June 2013.)
- Five NYS/CCLS exam simulations will be administered in ELA and mathematics to all students in grades 3 to 8. (September Diagnostic, 3 in February/March, and June Post-test, 2013.)
- Teachers, staff developers, and administrators will analyze the results of assessments to identify student needs; design action plans for whole-class instruction, small groups, and individual students; and monitor progress at the grade, class and subgroup level. (Weekly during common grade preparation periods, Learning Support Team (SLT) meetings, and Instructional team meetings. (ongoing September to June 2013)
- Parents/guardians of students in grades 3 to 8 will receive a report after each exam simulation with their child's overall score and his/her performance level. (September Diagnostic, 3 in February/March, and June Post-test, 2013.)
- Homework assignments will be differentiated according student needs. (September to June 2013).

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

**Target Population:** All English Language Arts and mathematics teachers.

**Responsible Staff Members:** Administrative Cabinet and coaches

**Implementation Timeline:** Ongoing

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

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

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

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

	Tax		Title		Title			
<u>  x  </u>	Levy	<u>  x  </u>	Title I	<u>      </u>	IIA	<u>  x  </u>	III	<u>      </u> Grants <u>      </u> Other

If other is selected describe here:

**Service and program coordination**

The following local programs work to support the activities described in the action plan primarily by promoting a sense of self-efficacy in our students. We have found that learning and growth in the one area, results in improved confidence and ability to learn in the classroom. All the programs are provided by not-for-profit organizations and do not require additional funding.

- Boy Scouts of America
- Asthma Management Training

- Legal Lives
- Scripps Spelling Bee
- Community 2 Community Service Organization

**ACADEMIC INTERVENTION SERVICES (AIS)**

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Wilson, Reading Recovery, Corrective reading, Reading Rescue	One to one and small group instruction.	Regular school hours, extended day and Saturday programs.
Mathematics	Mathematics instruction is integrated with other disciplines such as English Language Arts, Science, and Social Studies. Materials used for instruction include Skills Intervention, Common Core Clinics, Math Steps, as well as remedial components of Glencoe Impact Math and Everyday Math.	Services are provided in small group sessions or one-on-one according to the needs of the students.	Services are provided during the school day, during the extended day sessions, and through Saturday Academy.
Science	Using Lab/Inquiry skills and content area reading.	Small group instruction.	Regular school hours.
Social Studies	Social Studies instruction is integrated with ELA.	Grades 2- 8.	Regular school hours, extended day and Saturday programs.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Crisis intervention, short term individual and group counseling, academic and behavior intervention	One to one and small group sessions.	Services are provided during school hours.

	planning.		
--	-----------	--	--

## **HIGHLY QUALIFIED TEACHERS (HQT)**

### **Attracting Highly Qualified Teachers:**

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

### **Ensuring that current staff become highly qualified**

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

## **P.S. 189 The Bilingual Center**

### ***PARENT INVOLVEMENT POLICY (PIP)***

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent

members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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 1<sup>st</sup> 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;

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

- 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;
- establishing a Parent Resource Center/Area
- 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;

## **P.S. 189 The Bilingual Center**

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child's teacher about educational needs and stay informed about their education by 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Chris Groll</b>	District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>189</b>
School Name <b>The Bilingual Center-PS189</b>			

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

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

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

### D. School Demographics

Total number of students in school	<b>1286</b>	Total Number of ELLs	<b>271</b>	ELLs as share of total student population (%)	<b>21.07%</b>
------------------------------------	-------------	----------------------	------------	---	---------------

## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

ELL Identification Process at PS 189

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

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

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

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

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

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

# Part III: ELL Demographics

## A. ELL Programs

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

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

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish/HCreole
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish/HCreole

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

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

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

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

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

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP												
Spanish	7	16	23	7	11	12	17	14	20	8	22	9	21	11					121	77
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian	6	20	9	12	3	6	9	11	12	14	19	12	25	14					83	89
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>13</b>	<b>36</b>	<b>32</b>	<b>19</b>	<b>14</b>	<b>18</b>	<b>26</b>	<b>25</b>	<b>32</b>	<b>22</b>	<b>41</b>	<b>21</b>	<b>46</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>204</b>	<b>166</b>

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 204

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:     

Asian:     

Hispanic/Latino:

Native American:     

White (Non-Hispanic/Latino):     

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

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

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

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

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

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

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

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

## A. Programming and Scheduling Information

taken to evaluate the ELLs in their native language.

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

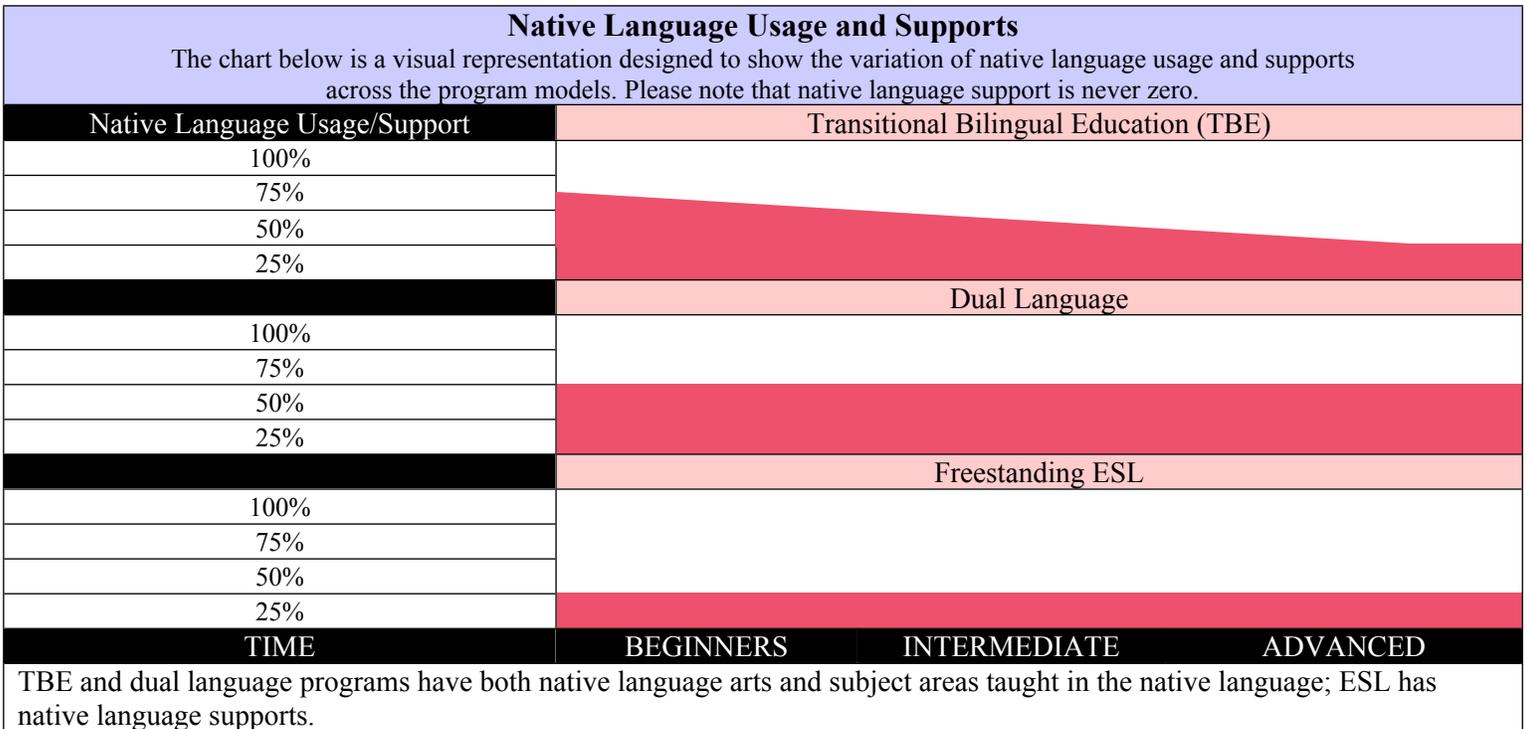
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts			Math	Haitian Creole
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

--	--

--	--

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

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



**B. Programming and Scheduling Information--Continued**

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

Paste response to questions 8-17 here

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

- ELA teachers working with ELLS team up with bilingual teachers for investigation and application of best practices for sustaining and accelerating the achievement of ELLs..
- Continue to follow Children First Initiative Curriculum using the balanced literacy approach to literacy and native language instruction.

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

- Bilingual and ESL teachers will reinforce the understanding of the learning strategies that will prepare ELLs to think critically, solve problems and communicate effectively.
- All ELLs have access to leveled libraries in English and the native language.
- Ongoing assessments of students in academic areas as well as language development. [NYSESLAT, Interim Assessments, Monthly Tests, etc.]
- Academic Intervention Services (AIS) target students at the Intermediate/Advanced levels to move them to the Advanced/Proficiency levels.

Targeted Interventions for ELLs in Science will focus on small group instruction in grades7-8 using Lab/Inquiry skills and content area reading.

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

- Administrators and teachers will focus on a systematic application of the curriculum mapping in ELA, ESL and subject areas such as mathematics, science, social studies, technology and foreign languages ( French and Spanish).
- Instructional emphasis on independent reading with the schoolwide initiative of the independent reading program called the:" 100 Book Challenge "
- ELLs reaching proficiency on the NYSESLAT will continue to receive transitional support (2 years) through Title III, SIFE, Saturday Academy and Extended Time.They also receive time and half as test accommodations for ELLs.

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

The following instructional materials are being used to support language development of Ells : there are Heinle picture dictionaries and the Milestones Reading Program, Treasure Chest , a Macmillan Guided Reading Series for ELLs with differentiated reading levels, Access English from the Great Source ,Houghton Mifflin Co. series. Also there are, leveled Libraries as part of the 100 Book Challenge

Independent Reading program, and Spanish and Haitian Creole libraries in the Dual Language and TBE classrooms. Technology is infused in all curriculum areas through the use of computers in the computer lab, Science lab, and the classrooms. PS 189 participated in i-Teach,i-Learn project promoting student achievement by integrating technology into the curriculum. The school acquired two computer literacy based programs for the ELLs: ACHIEVE 3000, a leader in differentiated instruction solutions. This program teaches students one-on-one, at their level, and is the most effective way to help them reach and then exceed grade level. Another literacy program for ELLs in K to 5 is Imagine Learning English. This program has hundreds of activities for young English Learners .It helps develop vocabulary, listening, phonemic awareness, emergent literacy, and school readiness.

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

The Dual Language Program in grade K – 6 aims at developing language proficiency in English and the native language with ELLs and monolingual speakers. Students receive half of their instruction in English and the other half in the second language.

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

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

Students in the Freestanding ESL group receives support in their native language with resources such as glossaries or dictionaries in Arabic,Spanish,Haitian-Creole, French.

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

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Paste response to questions 1-5 here

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

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

### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

#### Professional Development and Support for School Staff

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

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

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

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

### E. Parental Involvement

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

Paste response to questions 1-4 here

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

# 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)	11	11	2	2	6	8	6	4	3					53
Intermediate(I)		11	6	11	4	6	12	5	13					68
Advanced (A)	7	5	3	12	17	20	19	19	10					112
Total	18	27	11	25	27	34	37	28	26	0	0	0	0	233

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	2	1	2	9	9	4	1		28
5	1	4	6	4	10	7	4	2	38

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6	6	3	11	6	5	2	3	1	37
7	2		2	1	8	3	11	4	31
8	1		5	4	4	6	3		23
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	5	5	6	7	4	3	32
8			2	1	2	3	1		9
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	5	1	5	1
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	6		6	
Living Environment	2		2	
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other <u>Spanish</u>		9		9
Other <u>French</u>		12		12
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

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

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

2-ELA teachers and coaches will use Kidspage(100 Book Challenge) to monitor IRLA Reading Levels and progress towards the target for reading practice(800) steps in grade K to 8.(Weekly:Sept.to June).

3-To monitor yearly progress in mathematics of students in grades 1 and 2.They will receive monthly grade-wide assessments.(Monthly:Sept. to June).

4-To measure yearly progress in ELA and Mathematics, the Terra Nova ( ELA, and mathematics) will be administered in the spring to all students in grades 1 and 2. (April/May).

5-NYS exam simulations will be administered in ELA( Sept,Jan,April,June) and mathematics( Sept,Dec,Feb,April,June) to all students in grade 3 to 8.

6- Teachers, coaches, and administratorss will analyze the results of assessments to identify student needs; design action plans for whole class instruction,small groups,and individualstudents; and monitor progress at the grade, class and subgroup level.( Weekly : common grade preparation periods.Weekly Learning Support Team(SLT).Monthly Professional Development Committee Meetings.(Sept.to June).

Review of the data patterns across proficiency levels on the NYSESLAT(Spring 2011) reveal the following trend: 53 students scored at the Beginning level, 68 scored at the Intermediate level and 112 scored at the Advanced level. The spring NYSESLAT results showed consistency and correlation from one level to another. The number of students at the Intermediate level increases while the number of students scoring at the Advanced level has consistently increased.

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

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

The school leadership and the teachers use the results of the ELL Periodic Assessments to plan for individual and group assignments with different levels of instructional work. The school has established a culture of continuous assessments that

drives instruction for all students. Believing the language of assessment must be parallel to that of instruction, we have completed the city assessment tools by translating the math interim assessments into Haitian Creole. In addition, some internal and commercial tests in the Dual Language program were translated into Spanish and Haitian Creole.

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

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

### 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

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

**School Name: PS189**

**School DBN: 17K189**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: \_\_\_\_\_ School Name: **PS 189**

Cluster: \_\_\_\_\_ Network:

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

**Part A: Needs Assessment Findings**

---

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

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

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

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

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

needs.

## **Part B: Strategies and Activities**

---

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### 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: <u>189 /The Bilingual Center</u>	DBN: <u>17/K</u>
Cluster Leader: <u>Anthony Connelli</u>	Network Leader: <u>Roxann Marks</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Public School 189 / Bilingual Center is located in the inner city neighborhood of Brooklyn, New York. It is a Title I/PCEN school-wide program that services approximately 1256 students. Two hundred and forty-five (245) of these are bilingual students / English Language Learners. The bilingual students range from kindergarten through 8th grade. English Language Learners (ELLs) make up approximately 19.5% of the total school population. There are four kindergarten classes. Three of these classes operate under a "Dual Language Program" (Spanish/English/ Haitian Creole), while the other operates as a "gifted and talented" class. There are five classes at each grade level from Grade 1 to grade 8. In order to support the ELL students with special needs, there is a Spanish Bilingual Special Education selfcontained class.

For the academic year 2012-2013, Kindergarten through grade seven will have a "Dual Language Program," while grade eight will have two bilingual classes (Spanish/English/Haitian Creole). Currently, of the approximate 245 bilingual students. There are 28 in kindergarten, 23 in first grade, 18 in second grade, 20 in third grade, 24 in fourth grade, 31 in fifth grade, 35 in sixth grade, 42 in seventh grade and 24 in eighth grade. Of this total, 07 are in Special Education classes. The findings of a comprehensive needs assessment resulted in the identification of several key factors necessary for Improving students' performance. These are: school-wide implementation of effective strategies to address the needs of students lacking the basic skills in both reading and mathematics; implementation of effective strategies for meeting the needs of ELLs and providing intensive professional development for teachers in specialized strategies to meet the needs of special populations. From the findings of this comprehensive data analysis, it has been decided that the ELLs would participate in three supplementary programs:

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

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

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

The Saturday Program will meet for approximately 24 Saturdays, from 9 a.m. to 12 p.m., beginning Saturday November 1, 2012 and ending Saturday May 25, 2013. The program will service about 110 students at a ratio of 18 students per teacher with a total of six teachers. Of these six teachers, three are Bilingual certified, one ESL certified and two CB certified. The Common Branch certified teacher is partnered with one of the Bilingual teachers. This program will seek to individualize instruction and meet the diverse emotional, social and academic needs of our ELL population. Our instructional model will use both English and the students' native language to improve academic and social language skills. To achieve this purpose various programs and activities will be implemented.

## Part B: Direct Instruction Supplemental Program Information

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

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

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

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

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

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

The students will visit the Bronx and Prospect Park Zoos. They will also visit the Brooklyn Children's museum and the theatre. The museum and the Bronx Zoo facilitate prearranged "class-like" settings, where the students can explore related subject matter i.e. science complete with "life-Size" models.

**Part B: Direct Instruction Supplemental Program Information**

Other activities will include cooperative learning, the use of audio-visual technology aids and the engagement of prior knowledge to facilitate the acquisition of literacy skills in the native language while providing meaningful communication and fluency in English. The following table shows the proposed dates/schedules for these educational trips.

TITLE III TRIPS CHART

PLACE DATE/TIME COST

Bronx Zoo

05/05/2011 Bus = 425

Admission \$18 x 30 students

(P.O.P Pass) = 540

Brooklyn Children’s Museum 05/11/2013 Bus.....\$425 = 425

Admission \$3 x 30 = 90

Broadway / Off Broadway Theatres 05/18/2013

05/24/2012 Bus ( 425 x 2)..... = 850

Admission \$65 x 40 =2600

Total TOTAL = 4930

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

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

## Part B: Direct Instruction Supplemental Program Information

## Part C: Professional Development

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

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

Begin description here:

Professional Development will be provided to all staff to support the effective delivery of instruction. Our professional development for SY 2012-2013 will focus on the components of the curriculum: Math Power ESL (Math coach). The sessions will be conducted by the ELLs AP/Math Coach; who is certified in both the Bilingual and Common Branch areas.

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

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

Title III PD Chart

Providers : Gilbert Torchon Math Coach , Ms Judith Campbell Literacy Coach

Audience : Title III Saturday Academy Teachers

### Part C: Professional Development

### Part D: Parental Engagement Activities

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

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

Begin description here:

Begin description here:

Our ELL parents continue to be an integral part of the Title III Program. All school based home communication will be translated into the respective native languages. Parents will be invited on 5 Saturdays during the Title III program to participate in a series of informative workshops about the NYSESLAT, and how they can help their children prepare for this exam. The presenters for this parent workshop will be the ESL teacher and the Assistant Principal in-charge of ESL / Bilingual Ed. They will also be exposed to sensitive legal issues regarding their children. The presenter for this segment will be the parent coordinator and the Guidance Counselor. The rationale is that some ELL parents are new to the country and are therefore not aware of these legal issues. Support for parental involvement is shown in compelling research evidence which suggests that parental involvement has positive effects on children's academic achievement (Carasquillo & London, 1993; Delgado-Gaitian, 1991; Heine, 1992; Henderson, 1987; Quelmatz, Shields & Knapp, 1995). The sessions will be conducted by the program supervisor and parent coordinator. In order to facilitate parents' participation in these workshops, we will purchase metro cards for their transportation. We will provide light refreshments as well.

### Part E: Budget

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

Allocation Amount: \$

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