



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** P.S. 89Q

**DBN:** 24Q089

**PRINCIPAL:** CASPER A. CACIOPPO      **EMAIL:** CCACIOP@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MADELENE CHAN

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Casper Cacioppo	*Principal	
Kristine Leonardi	*UFT Chapter Leader	
Debora Martinez	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Maria Azzopardi	Member/Teacher	
Karen Creditor	Member/Teacher	
Lorraine Farrauto	Member/Teacher	
Monika Hannon	Member/Teacher	
Mary Anne Walter	Member/Teacher	
Marisa Bassi	Member/Parent	
Clementina Bernal	Member/Parent	
Alfonsa Flores	Member/Parent	
Maria Franco-Romo	Member/Parent	
Graciela Melchor	Member/Parent	
Maria Elena Barrera	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.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

**To continue to focus sharply on developing strategies to raise the achievement of English Language Learners in English Language Arts by providing differentiated ESL instruction so that by June 2013, the number of ELL students performing at levels 3 and 4 on the Teachers College ITA Reading Assessment will increase by 10%.**

### **Comprehensive needs assessment**

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

**P.S. 89's NYC 2011-12 Progress Report reflects improvement in academic achievement for all students. With a score of 17.0 in student performance P.S. 89 earned a grade of A which was an increase of 4.7 points from the 2010-11 Progress Report student performance score of 12.3 for a grade B. For several years a major area of concern has been the academic achievement of our Limited English Proficient subgroup. In the 2011-12 school year, English Language Learners scored 37.2% which is an increase of 6.9% from the 2010-11 school year which was 30.3%. While there was a significant gain for ELLs, it was not sufficient to earn additional credit for exceptional gains. To improve the performance of English Language Learners (ELLs), the implementation of focused interventions and improved instructional programs has led to the Limited English Proficient subgroup meeting the state performance criteria for 2007, 2008, 2009, 2010 and 2011. We have, therefore, created this school goal to insure the continued academic improvement of ELL students.**

### **Instructional strategies/activities**

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

### **Strategies/activities:**

- **Maintain the ESL Balanced Literacy Program: Rigby 'On Our Way To English' for beginner ELLs**
- **Maintain (2) English Language Laboratories where licensed ESL teachers provide instruction to small groups of ELLs**
- **Provide collaborative grade-level planning sessions in order to develop differentiated literacy instruction through planning effective mini-lessons, small group strategy lessons, individual conferences and guided reading lessons. Include ESL teachers in collaborative planning sessions.**

- **Provide academic intervention services to ELLs who are performing well below grade level (Reading Lab, Leveled Literacy Intervention, and after school literacy programs)**
- **Provide professional development training, observation, and support to ESL teachers in conducting guided reading lessons**
- **Continue the use of Rosetta Stone ESL software to support newcomers in every classroom in Grades 2-5**
- **Continue the use of ELL Newcomers' Kits with newcomers in grades 2-5**
- **Implement Inquiry-Based Vocabulary Program in grades K-5**

**Key Personnel: Principal, Assistant Principals, Classroom Teachers, ESL Teachers, and Reading Teachers**

**Shared Decision-Making:**

- **Teachers use assessment data to drive instruction of ELL students. The data is used to plan for whole group, small group and individual instruction based on the needs of their students.**
- **The School Leadership Team meets to review school-wide data to evaluate the effectiveness of programs and structures.**
- **Teachers meet with the principal twice a year to review and discuss program and curriculum effectiveness.**
- **Teachers meet with assistant principals each month to discuss assessment data and program and curriculum effectiveness**
- **The administrative cabinet meets weekly to review and discuss program and curriculum effectiveness and revisions are made based on all available data.**

**Timeline: September 2012 – June 2013**

**TC Assessment Data will be collected on all English Language Learners quarterly, during each benchmark assessment period in October, December, March and May. Data will be reviewed to monitor the progress of students and adjustments will be made to the instructional programs based on student progress.**

**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). The PIP template is provided on pages 11 through 15 in this CEP.

**The school will provide parent workshops in literacy that will include strategies parents may implement at home to support ELLs. Workshops will include unpacking of the Common Core State Standards (CCSS) as well as efforts toward the goal of College and Career Readiness (CCR). Adult ESL classes will be provided to assist parents in learning English that will allow them to better help their children with school work and English language acquisition. Interim progress reports will be sent home each month which will provide parents with information about their child's academic progress and needs. These progress reports will be sent in the home language in order to ensure communication between the home and school. Parent-Teacher meetings will be scheduled in the fall and spring for all students, as well as throughout the year for parents of students who are at risk for not meeting grade level expectations. Interpreters are used for all parent-teacher conferences when needed to insure the maximum level of communication. A parent handbook available in the covered languages is distributed to all new parents to ensure their understanding of school procedures, programs and resources. A parent communication folder is provided to all students by the PTA and is printed with contact information for administrators and support personnel. A parent information website was created for the 2011-2012 school year. This website provides critical information to parents such as calendars, schedules, units of study, and resources. A Title I Parent Involvement Committee monitors the school's Parent Involvement Policy, Parent School Compact and the Title I Parent Involvement Budget. Classroom teachers invite parents to a minimum of two (2) celebrations each school year.**

**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.

  X   Tax Levy      X   Title I    \_\_\_\_\_ Title IIA      X   Title III    \_\_\_\_\_ Grants      X   Other

If other is selected describe here:

NYSTL Software, Title I Software

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Academic Intervention Services (AIS) are being provided to ELLS who are performing at Level 1 both within the**

**school day and after school hours. Programs include Kindergarten Oral Language Intervention, Leveled Literacy Intervention, Rosetta Stone, Fluency Fun, Reading Safari and Mondo Oral Language Reading Program. In addition, students who do not show progress are offered Tier III interventions such as at-risk SETSS and Speech/Language Instruction. Many ELLs also attend the Child Center of NY After School Program, a grant funded CBO, where they receive homework help and enrichment. Students in temporary housing are offered assistance with school supplies and materials, and counseling support.**

**Title I School Wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Title I Fair Share Funding, Contract for Excellence, Title III, and human resources to implement this action plan as indicated below:**

- Employ eleven (10) full time ESL Teachers to provide push-in and pull-out ESL services as needed**
- Employ one (1) full time ESL Coordinator**
- Purchase Rosetta Stone software**
- Fund two (2) full time reading specialists to provide Leveled Literacy Intervention**
- Fund Title III afterschool programs such as Mondo Newcomers, Fluency Fun, Reading Safari, and Scoring High**

## ANNUAL GOAL #2 AND ACTION PLAN

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

### Annual Goal #2

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

**To continue to improve educational outcomes for 'at-risk' students, including ELLs and Special Education students, by providing targeted academic intervention based on summative and formative data so that by June 2013, the number of at-risk students in grades K-5 on the Teachers College ITA Reading Assessment will decrease by ten (10) percent.**

### Comprehensive needs assessment

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

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

### Instructional strategies/activities

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

- strategies/activities,  
d) timeline for implementation.

### **Strategies/Activities**

- **Review summative and formative data for all at-risk students in all grades. Determine academic needs based on data and develop programs that target skills deficiencies. Assign staff and purchase materials that target the needs of at-risk students**
- **Schedule targeted academic intervention services for at risk students who are performing well below grade level using Kindergarten Oral Language Intervention, Leveled Literacy Intervention, and after school literacy program.**
- **Create targeted after school intervention programs to meet the needs of at risk students based on the results of summative and formative data.**
- **In each academy, Pupil Progress Committees (PPC) will meet regularly to discuss individual students who despite classroom interventions are not making adequate progress toward grade level benchmarks. Academic interventions will be provided to those students such as Kindergarten Oral Language Intervention, Leveled Literacy Intervention, Rosetta Stone, Fluency Fun, and Mondo Oral Language Reading Program. In addition, students who continue to struggle will be offered Tier III interventions such as at-risk SETSS and Speech/Language Instruction. When warranted, students may be referred for further an educational evaluation to determine if special education services are necessary.**

**Key Personnel: Principal, Assistant Principals, Inquiry Teams, Speech Teachers, ESL Teachers, Special Ed Coach, Classroom Teachers, and AIS Teachers**

### **Shared Decision-Making:**

- **Teachers use assessment data to drive instruction of at risk students, including SWD. The data is used to plan for whole group, small group and individual instruction based on the needs of their students.**
- **The School Leadership Team meets to review school-wide data to evaluate the effectiveness of programs and structures.**
- **Teachers meet with the principal twice a year to review and discuss program and curriculum effectiveness.**
- **Teachers meet with assistant principals each month to discuss assessment data and program and curriculum effectiveness**
- **The administrative cabinet meets weekly to review and discuss program and curriculum effectiveness and revisions are made based on all available data.**
- **Implementation Timeline: September 2012 – June 2013**

**TC Assessment Data will be collected on all intervention services/programs quarterly, during each benchmark assessment period in October, December, March and May. Data will be reviewed to monitor the progress of students within each AIS program. Adjustments will be made to the AIS programs based on student progress.**

**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). The PIP template is provided on pages 11 through 15 in this CEP.

**P.S. 89 will provide parent workshops in literacy that will include strategies parents may implement at home to support at-risk and students with disabilities (SWD). Workshops will include unpacking of the Common Core State Standards (CCSS) as well as efforts toward the goal of College and Career Readiness (CCR). Adult ESL classes will be provided to assist parents in learning English which will allow them to better help their children with school work and English language acquisition. Interim progress reports will be sent home each month which will provide parents with information about their child's academic progress and needs. These progress reports will be sent in the home language in order to ensure communication between the home and school. Parent-Teacher meetings will be scheduled in the fall and spring for all students, as well as throughout the year for parents of students who are at risk for not meeting grade level expectations. Interpreters are used for all parent-teacher conferences when needed to insure the maximum level of communication. A parent handbook available in the covered languages is distributed to all new parents to ensure their understanding of school procedures, programs and resources. A parent communication folder is provided to all students by the PTA and is printed with contact information for administrators and support personnel. A parent information website was created for the 2011-2012 school year. This website provides critical information to parents such as calendars, schedules, units of study, and resources. A Title I Parent Involvement Committee monitors the school's Parent Involvement Policy, Parent School Compact and the Title I Parent Involvement Budget. Teachers invite parents to a minimum of two (2) classroom celebrations each school year.**

**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.

  X   Tax Levy      X   Title I    \_\_\_\_\_ Title IIA      X   Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Academic Intervention Services (AIS) are being provided to at risk students including students with disabilities who are performing at Level 1 both within the school day and after school hours. Programs include Tier I classroom interventions, Tier II interventions such as, Kindergarten Oral Language Intervention, Leveled Literacy Intervention, Rosetta Stone, Fluency Fun, Reading Safari, Scoring High and Mondo Oral Language Reading Program. In addition, students who do not show progress are offered Tier III interventions such as at-risk SETSS and Speech/Language Instruction. Many at risk students also attend the Child Center of NY After School Program, which is a grant funded CBO. This program provides homework help and enrichment. Students in temporary housing are offered assistance with school supplies and materials, and counseling support.**

**Title I School Wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Title I Fair Share Funding, Contract for Excellence, Title III, and human resources to implement this action plan as indicated below:**

- **Employ a full time Data Specialist to monitor the collection and reporting of student achievement data to teachers and administrators**
- **Purchase assessment materials such as papers and labels to assist with data collection and reporting**
- **Compensate teachers using per session hours to staff after school programs that provide academic intervention to at risk students**
- **Purchase academic intervention materials to support AIS instruction for at risk students**
- **Provide professional development through Teachers College Reading and Writing Project**
- **Purchase programs such as Reading A-Z, Raz Kids and Vocabulary A-Z to support at risk students**
- **Purchase instructional material such as headphones 2/microphones, and toob-a-loos to support at risk students**
- **Purchase software to support students with disabilities**

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

**To focus sharply on developing strategies to raise the achievement of all students, including English Language Learners and Special Education Students, in Mathematics by providing explicit instruction and daily practice in problem solving using multi-step word problems so that by June 2013, the overall level of performance on the Principal's Problem Solving Assessment will increase by 10%.**

#### **Comprehensive needs assessment**

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

**Overall student achievement in Mathematics remains high at P.S. 89. In addition, the subgroups of ELLs, Lowest Third Citywide, SWD, and Black and Hispanic Males, have earned the school additional credit for exceptional gains on the 2011-12 Progress Report. The Common Core State Standards (CCSS) and the Citywide Instructional Expectations (CIE) call for increased problem-solving skills, requiring fluency, application, and conceptual understanding. We have, therefore, created this goal in Mathematics to increase critical thinking skills by focusing on solving multi-step mathematical word problems.**

#### **Instructional strategies/activities**

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

#### **Strategies/Activities**

- **Teachers in grades 1-5 will provide daily instruction and practice in solving multi-step word problems.**
- **Students will practice solving multi-step word problems using a *Problem-of-the-day* format from Primary Math: Challenging Word Problems by Singapore Math.**
- **Teachers will utilize the teaching share portion of the Math Workshop to review and instruct students on various mathematical problem-solving methods, affording the students to learn multiple ways to solve word problems.**
- **Students in grades 1-5 will have additional practice with problem solving using Primary Math: Challenging**

**Word Problems by Singapore Math.**

- **A Principal's Problem Solving Assessment will be created and administered to evaluate students' progress in critical thinking and problem solving skills for grades 2-5.**
- **Classroom teachers will periodically assess through formal and informal observation and make adjustments in instruction as needed based on the assessment results.**
- **Administrators will conduct periodic walkthroughs during Mathematics Workshops to observe instruction in solving multi-step word problems**

**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). The PIP template is provided on pages 11 through 15 in this CEP.

**P.S. 89 will provide parent workshops in mathematics that will include strategies parents may implement at home to support at-risk and students with disabilities (SWD). Workshops will include unpacking of the Common Core State Standards (CCSS) as well as efforts toward the goal of College and Career Readiness (CCR). Adult ESL classes will be provided to assist parents in learning English which will allow them to better help their children with school work and English language acquisition. Interim progress reports will be sent home each month, which will provide parents with information about their child's academic progress and needs. These progress reports will be sent in the home language in order to ensure communication between the home and school. Parent-Teacher meetings will be scheduled in the fall and spring for all students, as well as throughout the year for parents of students who are at risk for not meeting grade level expectations. Interpreters are used for all parent-teacher conferences when needed to insure the maximum level of communication. A parent handbook available in the covered languages is distributed to all new parents to ensure their understanding of school procedures, programs and resources. A parent communication folder is provided to all students by the PTA and is printed with contact information for administrators and support personnel. A parent information website was created for the 2011-2012 school year. This website provides critical information to parents such as calendars, schedules, units of study, and resources. A Title I Parent Involvement Committee monitors the school's Parent Involvement Policy, Parent School Compact and the Title I Parent Involvement Budget. Teachers invite parents to a minimum of two (2) classroom celebrations each school year.**

**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 Levy     Title I    \_\_\_\_\_ Title IIA     Title III    \_\_\_\_\_ Grants     Other

If other is selected describe here:

**Contract for Excellence, Tax Levy Summer School Shared**

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Title I School Wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as, Title I Fair Share Funding, Contract for Excellence, Title III, and human resources to implement this action plan as indicated below:**

- **Employ two (2) full time Math Teachers to provide instructional support**
- **Per session hours to support a core inquiry team**
- **Per session hours to support an inquiry lead teacher as a resource for all inquiry teams**
- **Purchase materials for Primary Math: Challenging Word Problems by Singapore Math**
- **Per session hours to support six (6) lead teachers, one in each grade, to provide instructional support**

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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.).
<u>ELA</u>			
<b>Fundations</b>	Phonics and Phonemic Awareness	Whole group and Small group	30-45 minutes 5x/week During the school day
<b>Kindergarten Oral Language Program</b>	Oral Language By Speech Providers	Small Group	30 minutes/2-3x/week During the school day
<b>Fluency Fun (Fluency First &amp; Fundations)</b>	Phonics, Phonemic Awareness and Fluency	Small Group	90 Minutes 3x/week After school
<b>Lectura</b>	Spanish Phonics	Individual computer- based	20 minutes 2-3x/week During the school day
<b>Lexia</b>	Phonics	Individual computer-based	20 minutes 2-3x/week During the school day
<b>Leveled Literacy Instruction</b>	Phonics, Fluency and Comprehension	Small group	30 minutes 5x/week During the school day
<b>Child Center of New York</b>	Literacy homework help	Small group and Individual	60 minutes After school
<b>Early Intervention Reading Lab</b>	Reading	Small group	45 min. 5x/wk During the school day

<b>Mondo Oral Language Reading</b>	Listening, Speaking Reading, and Writing	Small group	90 min 3x/week After school
<b>Rosetta Stone</b>	Listening, Speaking Reading, and Writing	Individual computer-based	30 minutes 5/week
<b>Scoring High</b>	Critical Thinking in non-fiction and literature	Small group	90 minutes 3x/week After school
<u>Mathematics</u>			
<b>V-Math</b>	Computation and mathematical reasoning	Small group and individual computer-based	90 minutes 3x/week After school
<b>Math AIS</b>	Computation and Problem solving	Small group and individual	90 minutes 3x/week After school
<b>Child Center of New York</b>	Math homework help	Small group and Individual	60 minutes After school
<u>Science</u>			
<b>Science AIS</b>	Strengthen core knowledge and practical skills in Science	Small group	3x week/37 ½ minutes During the school day
<b>Science Club</b>	Strengthen core knowledge and practical skills in Science	Small group	3x/week/90 minutes After school
<u>Social Studies</u>			
<b>Social Studies AIS</b>	Strengthen core knowledge and practical skills in SS	Small group	10-15 minutes 1-2x/week During the school day

<b>At-risk Services provided by the Guidance Counselor</b>	Emotional, social, and academic skills	Small group and individual	30 minutes/session as needed During the school day
<b>At-risk Services provided by the School Psychologist</b>	Emotional, social, and academic skills	Individual and family intervention	5x week/ 2-4 hours/case During the school day, before or after school
<b>At-risk Services provided by the Social Worker</b>	Emotional, social, and academic skills	Individual and family intervention	5x week/ 2-4 hours/case During the school day, before or after school
<b>At-risk Health-related Services</b>	Administer medication and monitor health	One-to-one	As per doctor's orders During the school day

## HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- **Each year the administration receives hundreds of prospective applicants for open positions. The administration chooses the brightest and most promising candidates to interview at Level 1. Those showing the greatest potential complete writing samples to show their knowledge and basic writing skills, if exemplary, they are moved to Level 2. Level 2 candidates then interview with the principal who further assesses the candidates' skills, knowledge and potential. Many prospective teachers are interested in our school due to the level of support provided, the school's 'A' performance rating for many years and the professional development.**
- **To support new teachers in the readers, writers, and mathematics workshop we created a New Teacher Institute. The New Teacher Institute (NTI) provides a yearlong, weekly, new teacher course that begins with an overview of each workshop. The course then explores each component of the workshops more thoroughly in order to deepen the teachers' understanding.**
- **We have created smaller, more focused NTI Professional Development groups by dividing them by grade level, K- 2, and 3- 5 to allow for more differentiated, grade-specific support during Professional Development meetings.**
- **We have made a concerted effort to build capacity in our school by encouraging leadership among teachers. Choosing exemplary faculty to become lead teachers in order to provide grade level instructional support as well as to act as liaisons between the teachers and administrators.**
- **PS 89 continues to implement a focused and ongoing professional development program in literacy. We continually gather data from the staff regarding their needs in professional development in order to improve the quality of instruction. This data was used to create the professional development plan for the 2012-2013 school year..**
- **All classroom and OTP teachers will continue to be afforded the opportunity to participate in course cycles of professional development, around various topics, provided by TCRWP staff developer is aligned with the goals outlined in our CEP.**
- **Classroom lab sites are used on every grade (K-5) to demonstrate and practice new initiatives and instructional methods.**
- **To further collegial support, a peer inquiry procedure was integrated into our teacher observation system and will be continued for this school year. Peer Inquiry allows teachers to self-direct their professional growth under the supervision of an administrator. The teacher chooses an area of instruction based on administrative feedback to improve upon, observes a colleague who has demonstrated exemplary practices in that area, and then the colleague observes the teacher/learner and provides feedback and instructional support.**
- **A climate of inquiry learning is encouraged among pedagogues with all teachers conducting a study into an area of mutual interest that aligns with the school's goals. Using data collected in their own classrooms, the effects of instructional practices are studied and plans are created to implement methods, which prove to be effective. The inquiry teams meet each week on Thursdays during extended day.**
- **A Lead Teacher Initiative will continue to be implemented for the 2012-13 school year. The Lead Teachers provide critical support to new staff members. They open up their classrooms as labsites, meet with teachers regularly and provide curriculum support in the planning and implementation of curriculum**

## P.S. 89Q – The Elmhurst School Parent Involvement Policy (PIP)

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

### I. General Expectations

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

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

#### **Definition:**

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



Parent  
Involvement  
Policy



### II. Implementation

1. P.S. 89Q established a Title I Parent Involvement Committee This committee is responsible for the creation and review of the parent involvement plan; therefore, parents are involved in the development of the plan.
2. P.S. 89Q involves parents in school review and improvement by having parents complete Learning Environment Surveys, participate in school leadership, participate in the Title I Parent Involvement Committee and volunteer as Learning Leaders.
3. P.S. 89Q will inform parents of current units of study in reading, writing, science, social studies and math through a centrally located bulletin board as well as a monthly newsletter. Teachers will invite parents to end of unit curriculum celebrations throughout the year.
4. P.S. 89Q will integrate parent involvement with Universal Pre-K programs by inviting parents of pre-school children to P.S. 89Q parent workshops.
5. P.S. 89Q will review the results of the Learning Environment Survey to determine the effectiveness of its parental involvement policy for *all parents*, especially for parents with limited income, special needs, limited English proficiency, limited literacy and including all ethnic groups. The results of this survey will be used to plan parental involvement activities and programs to meet their needs.
6. P.S. 89Q will build school and parent capacity by providing the following activities:



- Inform parents of state academic standards, benchmarks, standardized testing requirements, promotional criteria and how to monitor their child's progress.
- Inform parents of academic intervention services and enrichment programs available.
- Provide information and/or training to foster literacy and parental involvement through programs such as: GED preparation, First Steps, ESL, Nutrition, Math and Literacy, Preparing Parents for parent-teacher conferences.
- Coordinate and integrate parent involvement programs with pre-school students through kindergarten orientation, First Steps Parent Toddler Program and inviting Universal Pre-K parents to attend P.S. 89Q parent workshops.
- P.S. 89Q makes every effort to insure that information is made available in the parents' language of understanding through written translation of fliers, memos, parent notices and provides oral translation during parent workshops and meetings. The school provides an in-house translation and interpretation team, of parents, teachers, and volunteers which improves communication between home and school.

### **III. Discretionary Activities**

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

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

### **IV. Adoption**

This policy was adopted by P.S. 89Q – The Elmhurst School June 24, 2012 and will be in effect for the period of 2012-2013 school year. The school will distribute this policy to all parents in their language of understanding on or before September 30, 2012.

#### **New Family**



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**PS 89Q – THE ELMHURST SCHOOL**  
**“Where Believing is Achieving”**  
**Student-Parent-School Compact**

**Mission Statement**

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

**Student Pledge**

**Family Pledge**

**Faculty/Staff Pledge**

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

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***Parent Signature***

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***Teacher Signature***

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***Principal Signature***

**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>C. Groll/CFN 410</b>	District <b>24</b>	Borough <b>Queens</b>	School Number <b>089</b>
School Name <b>the Elmhurst School</b>			

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

Principal <b>Casper A. Cacioppo</b>	Assistant Principal <b>Eileen Banks</b>
Coach	Coach
ESL Teacher <b>Meirong Xu</b>	Guidance Counselor <b>Luis Betancourt</b>
Teacher/Subject Area <b>Ed Maier/Science</b>	Parent <b>Jorge Vincente</b>
Teacher/Subject Area <b>Syeda Husaini</b>	Parent Coordinator <b>Mayra Soto</b>
Related Service Provider <b>Kimberly Kane/SETSS</b>	Other
Network Leader <b>Altagracia Santana</b>	Other

### 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>12</b>	Number of certified bilingual teachers	<b>6</b>	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>8</b>		

### D. School Demographics

Total number of students in school	<b>1879</b>	Total Number of ELLs	<b>782</b>	ELLs as share of total student population (%)	<b>41.62%</b>
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## Part II: ELL Identification Process

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

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

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

#### Screening

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

#### Initial Assessment

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

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

The federal NO Child Left Behind Act (NCLB) mandates that all English Language Learners from kindergarten through grade 12 be assessed every year to measure their English language proficiency in listening, speaking, reading, and writing. The New York State English as a Second Language Achievement Test (NYSESLAT), which is designed to measure the English language proficiency of the English Language Learners, is administered annually in the spring to all ELLs in grades K-5 at P.S. 89. ATS reports such as the Revised LAB/NYSESLAT Eligibility Roster (RLER) is utilized to ensure that all ELLs be administered the NYSESLAT. The Speaking subtest of the NYSESLAT is administered to students individually at a separate location by fully certified ESL teachers. The Listening, Reading, and Writing subtests are administered to groups of students on three days respectively by fully certified ESL teachers and/or common branch teachers. CD players are provided by the school for administering the Listening subtest to students in grade 2 and above. ELLs with disabilities are provided with testing accommodations specified in their IEP or Section 504 Accommodation Plan (504 Plan), and/or specified in the NYSESLAT Test Administration Manual. Absentees are provided with the opportunity to take the test on the make-up dates, which are part of the primary administration period. Each student's performance on this test will be the basis

for determining whether the student continues to be classified as an English Language Learner. As determined by the results of the test, the student's English language proficiency level is classified as beginning, intermediate, advanced, or proficient. Students who achieve beginning, intermediate or advanced level will continue to receive the required amount of language arts instruction and services prescribed under Part 154 of the Regulations of the Commissioner of Education.

#### Parent Choice Program

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

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

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

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

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

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

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

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

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

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

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

Placement letters in the student's home language are sent home to notify the parents of their child's placement. A class list of all the ELLs is maintained in the class folder documenting the date when the letter was sent to the parents.

All the class folders containing the records of the dates that the Entitlement Letter and the Placement Letter are sent are maintained in two bins labeled Grades K-2 and 3-5 respectively in the school's ESL office.

Continued Entitlement Letter is also sent home for the ELLs who continue to be eligible for the English as a Second Language services. In order to make sure that the parents receive the letter, parent's signature is required on the returned letters. The continued entitlement letters are maintained in the school's CR Part 154 Binder.

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

This year, approximately 88% of the parents of new admits/ELLs have chosen the freestanding ESL program, and about 12% have chosen the Dual Language Program. The above mentioned percentage is subject to change due to on going enrollment of new admits/ELLs. The need to know different languages in the constantly changing world in which we reside, is the motivation for the parents who chose the Dual Language Program. We have discovered that this trend seems to apply not only for those students of a Spanish background, but also for those of other languages and cultures such as Chinese, Bengali, Indian, Nepali, Korean, and Filipino.

The majority of parent choice selections were for the Freestanding ESL program. This option seems accepted by most parents since their child(ren) are placed in a monolingual English setting, and then also receive the support service from an ESL teacher, both in and out of the classroom.

The staff at P.S. 89Q makes a concerted effort to align the programs offered at the school with those chosen by the parents. During this school year 2011-2012, there are 711 ELLs enrolled in the ESL Program; 71 ELLs enrolled in the English/Spanish Dual Language Program.

## 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): English/Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)	25	7	6	14	9	10								71
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	33	21	37	13	0	15								119
<b>Push-In</b>	134	106	78	93	131	50								592
<b>Total</b>	192	134	121	120	140	75	0	0	0	0	0	0	0	782

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	764	Newcomers (ELLs receiving service 0-3 years)	599	Special Education	39
SIFE	18	ELLs receiving service 4-6 years	144	Long-Term (completed 6 years)	

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	0									0
Dual Language	54			17						71
ESL	565	18	18	146	0	21				711
<b>Total</b>	<b>619</b>	<b>18</b>	<b>18</b>	<b>163</b>	<b>0</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>782</b>

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

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</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 L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	22	21	7	35	6	37	12	33	9	42	10	37							66	205
Chinese	2		2		2		1	2											3	6
Russian																			0	0
Korean											1								0	1
Haitian																			0	0
French																			0	0
Other	1	3		10		9	1	5		2		7							2	36
<b>TOTAL</b>	<b>25</b>	<b>24</b>	<b>7</b>	<b>47</b>	<b>6</b>	<b>48</b>	<b>14</b>	<b>40</b>	<b>9</b>	<b>44</b>	<b>10</b>	<b>45</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>71</b>	<b>248</b>

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	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>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 184

Number of third language speakers: 48

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 19

Hispanic/Latino: 189

Native American: 0

White (Non-Hispanic/Latino):     

Other: 11

**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	132	110	93	90	104	54								583
Chinese	13	8	11	8	8	3								51
Russian														0
Bengali	8	5	3	4	7	2								29
Urdu	1	1												2
Arabic	1		1	1	3									6
Haitian														0
French														0
Korean					1									1
Punjabi	2	1	1		1	1								6
Polish	2													2
Albanian														0
Other	8	2	6	4	7	4								31
<b>TOTAL</b>	<b>167</b>	<b>127</b>	<b>115</b>	<b>107</b>	<b>131</b>	<b>64</b>	<b>0</b>	<b>711</b>						

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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).

## A. Programming and Scheduling Information

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?

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

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

As per CR Part 154 regulation requirements, all ELLs at the Beginning and Intermediate stages of language development receive 90 minutes of ESL instruction four times a week by the licenced ESL teacher and more than 90 minutes of ELA instruction by the classroom teacher. Students at the Advanced level receive 45 minutes of ESL instruction by the licenced ESL teachers and more than 90 minutes of ELA instruction by the classroom teachers five times a week. Teachers model the use of language in ways that offer opportunities for students to participate by listening, speaking, reading and/or writing. Teaching materials include a wide range of texts, visual and digital-resources, including Smart Boards, document cameras, cassette players with audio cassettes, computers with CDs along with corresponding English books for increasing English language proficiency. Trade books of different genres and leveled library books are part of the Reader's and Writer's Workshops. Fluency centers, which focus on students' oral language development, are being implemented for students in grades Kindergarten through 5th grade. Two English Language Labs have been created to further enhance English Language Arts skills. The ESL teachers use the Rigby On Our Way to English Program to provide differentiated balanced literacy instruction. Comprehensible input such as ESL Read Aloud Pocket Chart, visuals, realia, manipulatives, pictures, pantomime, Smart Boards, and document cameras are utilized in teaching all subject areas to help develop/promote both social and academic vocabulary, concept learning and comprehension skills as well as reinforcing the four language skills of listening, speaking, reading and writing. Art, music and drama are also integrated into the lessons to reinforce these four language skills. Language is also infused through Mathematics lessons as part of the Every Day Mathematics. The Every Day Mathematics Program incorporates ESL strategies and techniques that are available to the math teachers and classroom teachers. In addition, educational software and instructional technology, native language literature and bilingual dictionaries are available to the students to enhance their language proficiency and academic performance.

## A. Programming and Scheduling Information

Teachers use all the resources available to support student's understanding of the main academic content. Language functions and structures are incorporated as key elements of the lesson within the context of the lesson.

### Dual Language

The organizational model in Dual Language Program at P.S. 89 is self-contained, with ESL instruction provided by the ESL certified classroom teacher(s). There are two teachers for each grade level. At least one, and in some cases both teachers, in a grade partnership are certified ESL teachers. Therefore, all ELLs are receiving instruction far above the 360 minutes mandated for beginners.

The Dual Language program provides both English Language Learners and English proficient students with an academically rigorous curriculum in both languages that will enable them to meet or exceed New York State and City Standards. Currently, there are two Dual Language classes in each grade, from Kindergarten to Fifth grade. The Spanish/English Dual Language program is implemented using a 50/50, side-by-side model. Beginning in Kindergarten, all Dual Language students are offered fifty percent English Language Arts, and fifty percent Spanish Language Arts. Students alternate daily between classrooms, and all content areas are taught in the classroom language. For example, a child in the English classroom on Monday will receive all literacy and content area instruction in English on that day, and on Tuesday that child would be in the Spanish classroom and would receive all literacy and content area instruction in Spanish. English Proficient students (EPs) and ELLs are integrated at all times from Kindergarten to Fifth grade.

Content area instruction in the Dual Language Program is aligned with the New York City and New York State standards in Math, Science, Social Studies and Technology and is provided in both English and the Native Language (Spanish) according to the school's Language Allocation Policy. It is supported by instructional materials in both English and Spanish. The instruction in the content areas such as Math, Science and Social Studies is conducted in English, as well as in Spanish. In addition, students receive an additional period of content instruction per week from content specialists in English. The content specialists utilize the workshop model, and employ ESL methodologies during the lessons. Furthermore, ELLs are provided the opportunity to attend the afterschool Mondo ESL and Literacy Programs. ELLs who are at risk are receiving AIS in mathematics, as well as AIS in literacy through the Early Intervention Reading Labs, through the Lexia computer-based program, Great Leaps Program, and the Passport Program to further support their academic learning, as well as language acquisition.

Students in the Dual Language program are assessed using ELSOL and the Spanish Rigby Literacy assessment program periodically through the school year. In addition, all Dual Language students in grades 3-5 are assessed in Spanish reading using the NYC ELE test.

### Native Language Support in the Dual Language Program

All Spanish language classrooms in the Dual Language Program contain comprehensive and extensive leveled native language libraries that support the students during independent reading, as well as in the content area instruction. Materials in Spanish are also available for Guided Reading, and book clubs. Additionally, all Everyday Math books are used in the language of instruction for that day. For example, the math lesson is taught in Spanish, using Spanish books and materials, when a student is in the Spanish room, and the lesson is taught in English, using English materials, on days when the student is in the English classroom. Word study, phonemic awareness (K-2), Science, and Social Studies materials are also provided in Spanish.

### Differentiated Instruction for ELL subgroups

The SIFE program: There are presently 18 students identified in this category, with six students in 4th Grade and twelve students in 5th Grade. The same differentiated instruction and after school programs that are offered to all ELLs are offered to the SIFE students. All instruction is standards-based and differentiated through small group and individualized instruction, that include writing, and also provide opportunities for project-based learning. SIFE students receive a minimum of 360 minutes of English as a Second Language instruction each week. Furthermore, an ESL Newcomer Program has been created and a computer-based ESL program "Rosetta Stone" in grades 2-5 has been implemented to further support the development of their English speaking, listening, reading and writing skills. An afterschool Mondo Literacy Program for SIFE students has also been offered to these students to help them enhance their English literacy skills.

Newcomers, who have been in an English language school system fewer than three years, are provided with small group/differentiated instruction in all grades. Teachers of these students regularly assess them and then use the data to determine their academic progress and needs. To facilitate their language and content learning, teachers employ a wide variety of ESL strategies such as Total Physical

## A. Programming and Scheduling Information

Response, language experience, modeling, graphic organizers, pictures, technology, including audio/visuals and Smart Boards, hands-on activities, and pantomime to scaffold the lessons. Two English as a Second Language Labs have also been created to further develop and/or enhance the English language skills of these ELLs. In addition, The ESL teachers use the Rigby On Our Way to English Program to provide differentiated/small group balanced literacy instruction. A custom-made ESL Newcomer's Kit/ Program has been created by the ESL Coordinator to meet the needs of the ELLs who have been in the English language school system for less than one year. This Newcomer's Kit/Program contains developmentally appropriate language support materials for students who are new to the country. The materials in the kit are a valuable resource for both the ESL and classroom teachers to provide appropriate language instruction for the ELL Newcomers. Furthermore, the materials may be used by the student independently to support their language development during English Language Arts and English as a Second Language instruction. The Newcomer's Kits contain materials that include visual aides, auditory devices and tactile materials that proved repetition and adequate practice for the ELL Newcomer.

Meanwhile, all students are provided with an opportunity to attend Title III Program such as Mondo Afterschool Literacy Program and Science Intervention Program.

In addition to being provided with the high quality standards-based literacy and mandated ESL instruction, ELLs receiving service for 4-6 years are provided with targeted Academic Intervention Services programs. Small group/differentiated instruction is implemented 2-3 times per week by the classroom teachers to address the needs of these ELLs, utilizing ESL strategies and methodologies. Peer-support system such as partnership reading, book club is also established to assist them to expand their English Language Arts skills. Furthermore, research-based phonics program such as Lexia/Lectura, technology-based literacy program Raz-Kids, Pebble-Go and English as a Second Language learning program Rosetta-Stone are implemented in all the classrooms with this subgroup to develop/improve their English academic vocabulary and communication skills. Their progress is assessed and reviewed during academic intervention team meetings by the Assistant Principal, the Guidance Counselor and the classroom teacher to determine the effectiveness of such interventions. If the interventions do not result in sufficient progress, students who require additional interventions may be referred for an evaluation for Special Education services. In the interim, all Title III afterschool programs are available to the students. The Parent Coordinator is also instrumental in arranging for additional academic intervention, both in school and at home, through the Supplemental Educational Services (SES).

ELL-SWDs are placed according to their Individualized Education Plans (IEPs) in either a Self-Contained Class, an Integrated Co-Teaching Services (TT) class, or into a Special Education Teacher Support Services (SETSS) program. Based on their progress assessment and individual needs, small group/one-on-one/differentiated instruction is provided to these students in the classroom and/or at the English as a Second Language Lab. Technology such as Front Row amplification system and Smart Boards, computer-based literacy program with rich visual support such as RAZ-Kids and Pebble-Go have been implemented in the classrooms to further maximize their opportunity for academic success. Their interventions are monitored closely by the Special Education Coordinator, the School Based Support Team (SBST), as well as the guidance counselors and assistant principals, along with the classroom teachers and parents, to ensure that each student is receiving the appropriate interventions. All Title III afterschool programs are available to ELLs with special needs, as well.

### 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:

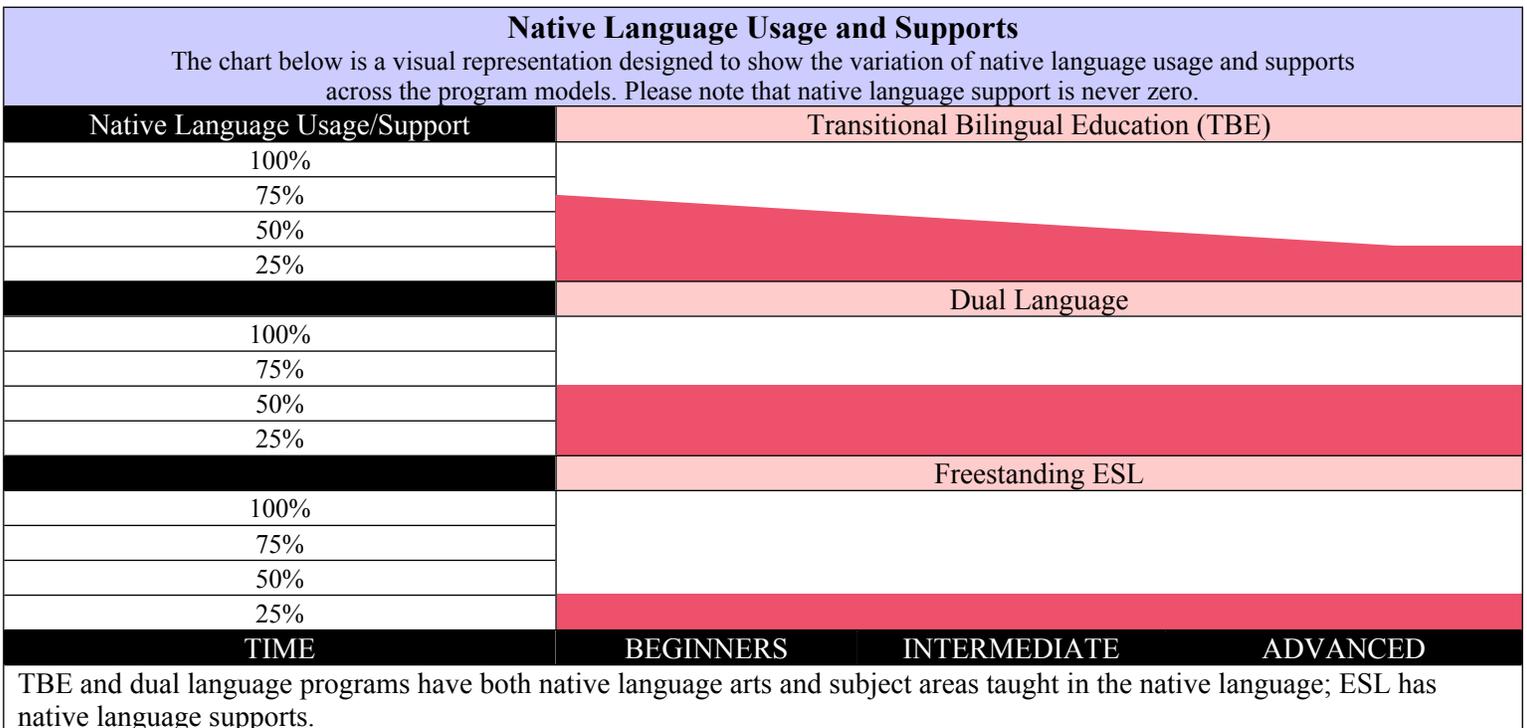
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				

Math:	
Science:	


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

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

### Targeted Intervention Programs for ELLs

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

- Small group and individualized instruction
- Oral Language Program (grades K-2) targeting the development of the oral language of ELLs
- Lectura, a technology-based Spanish phonics program for SSL students in the Dual Language Program
- Lexia, a technology-based phonics program
- Rosetta Stone, a technology-based English as a Second Language learning program, aiming to develop/improve English vocabulary and listening skills of the ELLs
- Progress-monitored on-line literacy programs such as Raz-Kids and Pebble-Go have been implemented to develop/improve concept learning, academic language and reading comprehension skills as well as listening skills.
- A SETSS Learning Lab has been established to provide “at risk” students, including “at risk” ELLs with small group/differentiated instruction in Math and Literacy skills
- Early Intervention Reading Labs
- AIS Math
- Small group Science AIS
- Title III Afterschool Literacy, Math and Science Programs

Former ELLs achieving proficiency on the NYSESLAT continue to receive transitional support in enhancing their English language and literacy skills. They are provided with differentiated/small group instruction in English Language Arts based on their needs, as determined by formal and informal assessments, and the results of the NYSESLAT modalities. Non-fiction texts such as “National Geography”, “Scholastic News” have been purchased every month for all students including these former ELLs to help advance their content-based knowledge and academic language. Peer-support system such as book club and partnership reading has been established to provide additional support.

All Title III programs (subject to availability), after school and before school, are also available to recently proficient ELLs in order to continue to support their language acquisition and literacy advancement. In addition, former ELL students are provided with testing accommodations, including extended time and a separate location, as required.

To further boost the content-based knowledge and academic language for all ELLs, this school year of 2011-2012, P.S. 89Q has increased non-fiction units for all grades and will also provide all the students, including the ELLs, in grades K-5 with the access to a research-based and progress-monitored on-line non-Fiction reading program Pebble Go.

Kindergarten "At-Risk" speech and language intervention program has been established to provide early intervention to those ELLs whose home language is Spanish, but scored significantly below proficiency in Spanish LAB and English LAB-R. The identified students are provided with 30 minutes of speech and language therapy 2-3 times per week for 6-8 weeks.

Moreover, in order to better support the students in their academic success, PS 89Q will conduct its own hearing screening for all the “at risk” students, including “at risk” ELLs, in K-5. An audiologist will be hired to train the staff who will be conducting the screening. Students who are found in need of help will be referred to an audiologist for more formal testing.

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

- Title III Afterschool Mondo Literacy Program for recently arrived ELLs
- Hands-on Science Program aiming to improve the content language and skills of the ELLs who need extra support
- Fluency Fun - Early Intervention Reading Program
- AIS Math for 4th Grade Students with Special Needs
- Test Prep for grades 3-5
- Boy Scouts
- Girl's Club

P.S. 89 provides a variety of resources and strong support to the ELLs in their acquisition of English as a Second Language to support their

academic success. The following programs are examples of such resources and support:

- A comprehensive ESL program Rigby “On Our Way to English” is utilized targeting the four English language modalities.
- Computer-based ESL program, “Rosetta Stone”, which supports ELLs in developing English vocabulary, phonemic awareness, speaking, listening, reading and writing skills
- A literacy program, Columbia’s “Teacher’s College Reader’s and Writer’s Workshop” helps develop and enhance students’ oral language, as well as their reading and writing skills
- Technology-based reading programs, RAZ-Kids and Pebble Go, aim to improve content- based knowledge and vocabulary as well as listening and reading skills
- State of the Art Hands-On Science Lab
- Computers equipped with internet access are available in every classroom
- Technology such as Smart Boards, document cameras, and Front Row Sound Systems
- All students are provided the opportunity to borrow books from the school library, as well as from the classroom library.
- Listening and Fluency centers have been implemented in every classroom to support the ELLs, especially the newcomers.
- Foundations for First-Fifth Grade focuses on phonics and phonemic awareness
- Oral Language Program targets the development of the oral language of ELLs
- Lectura, a Spanish phonics program, for students in the Dual Language Program
- Lexia, a phonics program, for ELLs
- Early Intervention Reading Labs
- AIS Math
- Small group Science AIS

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

- Speech /Language Therapy, a program designed to address deficits in a student’s auditory processing, articulation/phonological skills, comprehension and use of semantics, syntax, pragmatics, and voice production and fluency.
- Special Education Teacher Support Services, which combines the services of Consultant Teacher and Resource Room and provides specially designed instruction to support the participation of the student in the general education classroom with consultation to the student's general education teacher and other providers.
- Occupational Therapy that maintains promotes and/or restores function of students in all educationally related activities through the

use of purposeful activities, adaptive equipments as well as assistive technology, as needed.

- Physical Therapy emphasizing physical function and independence in various settings including the classroom, gym, and staircase to enable students to benefit from instruction.
- Counseling, an interpersonal activity designed to improve students' social and emotional school functioning in the areas of appropriate school behavior and discipline, social skills, and self-esteem, to enable students to succeed in school.
- Professional support, which, on an individual case-by-case, is provided for the ELLs

In order to help ELL newcomers to develop their English oral language as quickly as educationally possible and adjust to the new school system and social environment, P.S 89Q has created a unique, custom-made ESL Newcomers' Kits/Program for recently arrived ELLs with limited or no knowledge of English language skills. These Newcomers' Kits provide a language-nurturing environment for the newcomer

ELLs. Carefully selected, developmentally appropriate materials help them to effectively learn essential basic language skills, beginning content area vocabulary and emergent literacy skills.

Moreover, P.S.89Q is a diverse, multi-cultural school community. Many teachers speak more than one language. Native language support is

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

All Spanish language classrooms in the Dual Language Program contain comprehensive and extensive leveled native language libraries that

support the students during independent reading, as well as in the content area instruction. Materials in Spanish are also available for Guided Reading, and book clubs. Additionally, all Everyday Math books are used in the language of instruction for that day. For example, the math lesson is taught in Spanish, using Spanish books and materials, when a student is in the Spanish room, and the lesson is taught in English, using English materials, on days when the student is in the English classroom. Word study, phonics and phonemic awareness (K-2), Science, and Social Studies materials are also provided in Spanish.

Our mission at P.S. 89Q is to provide every student with a solid foundation for learning through high quality, standards-based instruction in

all academic areas and to develop all students into life-long learners, ready to be productive members of the world community. All the required support services and resources provided to ELLs are developmentally appropriate based on professional evaluation using formative and summative assessments, and research conducted in the field.

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

during the summer months. This program provides ELLs with high quality instruction in English as a Second Language and Math.

## C. Schools with Dual Language Programs

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

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

## D. Professional Development and Support for School Staff

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

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

- Familiarizing all teachers/administrators with the school's Comprehensive Education Plan, including the goals and objectives to be met.
- The New Teachers' Institute focusing on classroom management, workshop structure, and components of Balanced Literacy and Math.
- Providing further training in the instructionally targeted Reading and Writing Assessments
- Using data from the running records, TC Assessments, Acuity Assessments and other formative data to move struggling readers, as well as to meet the needs of the accelerated readers and writers
- Professional development/unit planning that includes information on Second Language Acquisition, ESL strategies and methodologies,  
and differentiated instruction for ELLs is provided for teachers one (1) day each month throughout the school year
- Differentiated instruction for the needs of Special Education students.
- Attending Teacher's College study groups, calendar days, regional days and institutes.
- Teacher's College Reading and Writing Project course cycles
- In-house Adjunct-Professor course cycles on literacy, content areas and differentiated instruction
- An internal website has been created for the staff at PS 89 where teachers can share, review and adopt the cross-grade curriculum plan to meet the needs of their students. Support for ELLs in the Transition from the Elementary-to-Middle School Level

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

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

## E. Parental Involvement

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

### Parent/community involvement

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

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

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

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

Orientation meetings are held for parents of newcomer students throughout the school year. The meetings familiarize parents with the educational programs offered by the city and the school, as well as giving them an opportunity to make an informed choice for their children. At registration, ESL teachers interview parents, assist them with the registration procedures, and provide them with the information pertaining to the different programs available. All parents of ELL students are notified of their children's placement in an ESL program or a Dual Language program within two weeks after enrollment.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	61	44	10	5	8	2								130

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	40	64	30	52	37	19								242
Advanced (A)	91	26	81	64	95	53								410
Total	192	134	121	121	140	74	0	0	0	0	0	0	0	782

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B			1		2								
	I		13	4		2	1							
	A		55	66	44	48	22							
	P		95	94	88	119	73							
READING/ WRITING	B		44	8	4	5	1							
	I		63	28	51	37	19							
	A		20	63	62	92	53							
	P		36	66	16	37	23							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	33	66	30		129
4	11	41	15		67
5	32	56	11		99
6					0
7					0
8					0
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	16		72		44		4		136
4	1		34		28		7		70
5	14		43		44		5		106
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	0	0	7	0	42	2	21	4	76
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	1	5	12	1	4	10	62
Chinese Reading Test								

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

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

The assessment tool used to assess early literacy skills of ELLs is the Teachers College Reading and Writing Project (TCRWP) reading assessment. TCRWP evaluates the literacy skills of all of students, including the ELLs. The assessment is an efficient method of assessing readers in letter naming, letter/sound recognition, sight words, decoding, reading comprehension and fluency. The tool is used to determine students' strengths and weaknesses in the area of reading, and matches students to the appropriate level independent reading texts. Teachers record the students' results on the assessment which are then entered into an Access database. The school's data specialist creates reports using the TCRWP data and merges that information with reports provided by ATS, such as ELL proficiency level, NYSESLAAT scores, ELA scores, years in NYC school, etc. This allows us to quickly identify student groups and tailor intervention services for students whose academic needs may be similar. One such example might be, "All Grade 2 students whose reading levels put them at risk received a proficiency level of intermediate or advanced on the 2011 NYSESLAT exam."

Fall 2011 LAB-R administered to newly admitted Kindergarten ELLs reveals the following:

There are 331 students in the current Kindergarten grade, of which 192 are ELLs (59%). Of the 192 ELLs, 91 scored at the Advanced level (47%); 40 scored at the Intermediate level (21%); 61 scored at the Beginner level (32%).

A review of New York state English as a Second language Achievement Test (NYSESLAT) scores for the school year of 2010-2011 resulted in the following findings:

In grades 1-2, 329 ELLs were tested. In the modality of Listening/Speaking 188 reached the Proficiency level (57%); 122 achieved the Advanced level (37%); 16 scored at the Intermediate (5%) and 3 at the Beginning level (10%). In the modality of Reading/Writing, 105 achieved the Proficient level (32%); 79 reached the Advanced level (24%); 92 scored at the Intermediate level (28%) and 53 were at the Beginning level (25%).

In grades 3-5, 382 ELLs were tested. A great majority, 264 of the ELLs achieved proficiency in the modality of Listening/Speaking (69%); 111 obtained the Advanced level (29%); 7 scored at the Intermediate level (2%) and no students were at the Beginning level. In the modality of Reading/Writing, 76 reached the Proficient level (19%); 202 obtained the Advanced level (53%); while 96 scored at the Intermediate level (25%) and 11 were at the Beginning level (3%).

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

Data patterns across proficiency levels on the NYSESLAT exam can be analyzed to inform instructional decisions. The findings on the NYSESLAT data indicates that our ELLs have made significant overall progress in the English language acquisition in the past year. The numbers of ELLs scoring at the Beginning and the Intermediate level in the modality of Listening/Speaking have significantly decreased, and the majority of ELLs have achieved proficiency; importantly, the results also show that there is a noticeable drop in the numbers of ELLs scoring at the Beginning level in the modality of Reading/Writing and a remarkable increase in the numbers of ELLs obtaining proficiency in these areas. However, ELLs in all grades, in general, need to improve in reading and writing. A small number of ELL newcomers across the grades need to strengthen their oral language and listening skills. In order to address the oral language development, as well as reading and writing in all grades, the following instructional approaches and goals will be implemented:

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

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

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

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

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

#### Content Area

After examining the ELA results (2010) achieved by the ELLs, we notice the following:

The majority of ELLs in grades 3, 4 and 5 performed at levels 2 and 3 on the New York State English Language Arts Exam (ELA).

However, there are more ELLs performing at level 2 than at level 3. Fifty-one percent (51%) of third grade ELLs performed at level 2, and twenty-three percent (23%) achieved level 3. Sixty-one percent (61%) of fourth grade ELLs performed at level 2, and twenty-two percent (22%) performed at level 3.

The results for Mathematics are similar. A majority of the ELLs in grades 3,4,and 5 performed at levels 2, level 3 and level 4. In 5<sup>th</sup> grade, more ELLs (46%) achieved level 3 and level 4, forty-one percent (41%) scored at level 2. However, in grades 3 and 4, more ELLs performed at level 2 than at level 3 or level 4. Fifty-three percent (53%) of the 3<sup>rd</sup> grade performed at level 2; thirty-two percent (32%) performed at level 3; and three percent (3%) performed at level 4. Forty-nine percent (49%) of the 4<sup>th</sup> grade performed at level 2, forty-percent (40%) at level 3, and 10% at level 4.

The results for the 4<sup>th</sup> Grade New York State Science Exam is as follows:

ELLs' Performance in NYS Science Exam in English		ELLs' performance in NYS Science Exam in Native Language
Level 1	0 (0%)	0 (0%)
Level 2	7 (10%)	0 (0%)
Level 3	42 (60%)	2 (33%)
Level 4	21 (30%)	4 (67%)

Total number of ELLs taking the NYS Science Exam in English=70

Total number of ELLs taking the NYS Science Exam in Native Language=6

Students taking the Science exam in their native language faired as well as students who took the exam in English.

As indicated by the data above, the Science program at P.S. 89 Q has been extremely successful for ELLs. The Science program is evaluated in multiple ways as shown

below:

- \* The NY State Science assessment results are a consistent source for evaluation through data analysis/comparison.
- \* PS 89 requires all science clusters to maintain conference notes throughout the year on each science topic for all students. ELLs are highlighted and intervention assistance is indicated when appropriate.
- \* Unit assessments are administered to evaluate the science programs success for ELL students.
- \* Teacher observation during ELL enrichment periods is used to monitor the success of the PS89 science program.
- \* Students are administered the Principal's Content Assessment in Science triennially to determine student progress.

### Dual Language Program

Below are the results of English Proficient students' performance o the New York State assessment

#### 4<sup>th</sup> Grade New York Science Exam

Grade	Level 1	Level 2	Level 3	Level 4	Total
4	1	1	17	36	55

#### New York State ELA Exam

Grade	Level 1	Level 2	Level 3	Level 4	Total
4	1	15	27	1	44
5	0	2	41	2	45

#### New York State Math Exam

Grade	Level 1	Level 2	Level 3	Level 4	Total
4	0	11	28	5	44
5	0	1	10	34	45

EP Performance on State and City Tests-

A review and analysis of the above statistics shows: 96% of the EPs are performing at or above grade level in NYS Science exam; 80% are performing at or above grade level in ELA; and 87% are at or above grade level in Math. Only one EP received a level 1 on NYS Science and ELA exam and no students are at level 1 in Math.

-ELE scores for ELLs enrolled in D/L -

Grade	0-25%	26%-50%	51%-75%	76%-100%	Total
Level	1	2	3	4	
4	0	1	3	4	8
5	0	0	2	8	10

-ELE scores for EPs enrolled in D/L-

Grade	0-25%	26%-50%	51%-75%	76%-100%	Total
Level	1	2	3	4	
4	0	3	8	30	41
5	1	1	2	32	36

After reviewing and analyzing the performance data on the ELE by our English Proficient students , the following is noted:

EPs performed as follows:

- 1% performed at 1-25 percentile
- 5% performed at 26-50 percentile
- 13% performed at 51-75 percentile
- 81% performed at 76-100 percentile

This data clearly indicates that English Proficient (EP) students are achieving well in Spanish, with 94% of EP students performing in the 3<sup>rd</sup> and 4<sup>th</sup> quartile on the ELE exam. The data further shows that the majority of English proficient students in the Dual Language Program scored i the highest performance category, with 81% achieving a 4<sup>th</sup> quartile score.

The success of our Dual Lanugae Program is measured using both formative and summative data, such as:

- \* All New York State Appropriate Standardized Tests
- \* NYC Interim, Acuity and Predictive Assessments
- \* ELE testing for Spanish proficiency
- \* Principal's Assessments in Content Areas
- \* Teacher's College English Reading Assessments
- \* Rigby Spanish Literacy Assessment
- \* Unit tests, Teacher observation and conference notes

## 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:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Casper A. Cacioppo	Principal		10/28/11
Eileen Banks	Assistant Principal		10/28/11
Mayra Soto	Parent Coordinator		10/28/11
Meirong Xu	ESL Teacher		10/28/11
Jorge Vincente	Parent		10/28/11
Edward Maier	Teacher/Subject Area		10/28/11
Syeda Husaini	Teacher/Subject Area		10/28/11
	Coach		10/28/11
	Coach		10/28/11
Luis G. Betancourt	Guidance Counselor		10/28/11
	Network Leader		10/28/11
Kimberly Kane	Other <u>SETSS</u>		10/28/11
	Other		10/28/11
	Other		10/28/11
	Other		10/28/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 24Q089      **School Name:** Elmhurst

**Cluster:** 11      **Network:** 410

**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**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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

- a. Goals and expectations for student performance
- b. Student behavior and discipline issues
- c. Homework
- d. Promotion in doubt
- e. Family support

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

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

## 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 89Q	DBN: 24Q089
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 checked="" type="checkbox"/> After school <input 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 checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 8
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 0

## 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:

The goal of the 2012-2013 PS 89 Newcomers after-school program is to improve the language outcomes for English Language Learners in Grades 3-5, through the Mondo Intervention for Extended Learning and the computer-based ESL program, Rosetta Stone. The Mondo Intervention Program consists of data-driven, focused instruction and employs a variety of instructional approaches designed to meet the needs of the English Language Learner. It is implemented twice a week for 30 weeks, with a duration of 45-minute per session. The Mondo program will be taught by certified Common Branch, Early Childhood teachers:

- Whole Class Shared Reading
- Whole Class Skills Block
- Small Group Instruction, including Oral Language
- Whole Class Read-Aloud
- Written Response

Program Descriptions:

I. The Intervention Guide helps teachers identify reading stages and plan for differentiated instruction. The Guide includes an eight-part assessment battery that forms the basis for instruction in:

- Oral Language
- Benchmark Text Level
- Fluency
- Print Concepts
- Phonemic Awareness
- Letter/Sound Knowledge
- Letter/Sound Correspondence
- Word Knowledge

## Part B: Direct Instruction Supplemental Program Information

### II. Mondo Intervention for Extended Learning

This research-based program contains motivating materials along with flexible teaching plans and schedules. It contains:

- Motivating nonfiction and fiction Books
- Individual lesson booklets
- Systematic and explicit phonics
- Oral language
- Day-to-day schedules
- Specific teaching focuses for each day

### III. Let's Talk About It!

Let's Talk About It! Oral Language Reading and Writing Program is a sequential, structured approach to build students' oral language capacities and develop their ability to distinguish print, expand print concepts, and develop a sense of author. Let's Talk About It! is essential for low language, at-risk native speakers and is ideal for all English language learners. The Let's Talk About It! photo chart contains forty-eight engaging photos that inspire discussion.

- Photos fall into three categories: Science, Social Studies, and Day in the Life.
- Introduces standard oral English sentence structures.
- Develops oral comprehension
- Links thought, talk and print.
- Builds vocabulary.
- Demonstrates print concepts.
- Increases oral and reading fluency.
- Integrates Oral Language with the writing process

To maximize oral language development, teachers will:

- provide opportunities for language development,
- build personal relationships with each student,
- create opportunities to interact regularly on a one-to-one basis with each student,
- challenge students to talk, think, and learn,

## Part B: Direct Instruction Supplemental Program Information

- ask critical questions while listening to students' attempts to make meaning,
- support students as they develop the language and learning strategies necessary to articulate and extend their interactions with the world.

The Computer-based ESL program "Rosetta Stone" is an interactive, award-winning method that teaches ELLs to speak, read, write, and think in their new language, without memorizing or translating. Students will learn how to speak and read English at their own pace. They'll learn English naturally and speak confidently. Our Newcomers will utilize levels 1 and 2 of this online program, twice a week, for 90 minutes.

Students will learn:

- Age, family relations, household items
- Questions, greetings, introductions
- Times of day, calendar terms, the weather
- Directions, locations, telling time
- Present, past and future tense
- Apologies and polite requests
- How to order at a restaurant and give and receive directions
- Emotions, opinions, and ideas

Levels 1 & 2 will help students:

- Learn English (American) basics
- Build intermediate-level conversational skills
- Spell and write accurately
- Speak English (American) without a script
- Retain what they've learned
- Read and understand English (American)

Common Core Standards:

\*The Mondo and Rosetta Stone programs address the following:

ELA Common Core Standards in Speaking & Listening, specifically comprehension and collaboration.

1. Participate in collaborative conversations with diverse partners about age appropriate topics and

## Part B: Direct Instruction Supplemental Program Information

texts with peers in small and large groups.

- \* Follow agreed-upon rules for discussions
- \* Continue a conversation through multiple exchanges
- 2. Confirm understanding of a text or information presented orally by asking and answering questions about key details and requesting clarification if something is not understood.
- 3. Ask and answer questions in order to seek help, get information or clarify something that is not understood.
- 4. Describe familiar people, places, things and events and with prompting and support provide additional detail.
- 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- 6. Speak audibly and express thoughts, feelings and ideas clearly.

Fluency Fun!

Rationale of Program (Targeted Students)

An analysis of the Teachers College Reading Assessment Data for first and second grade, as reported on Monitoring for Results report for June 11, 2011 shows:

- Approximately 21% (69 / 322) of students in grade 1 are performing at Level 1 on the TC Reading Assessment
- Approximately 13% (40/305) of students in grade 2 are performing at Level 1
- 83% (90/109) of the Level 1 students in grades 1 and 2 are English Language Learners

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

Program Goal

The goal of the 2012-2013 P.S. 89, Early Intervention Extended Day Program is to improve the reading and writing outcomes for English Language Learners in Grade 2, through the combined use of Foundations Wilson Language Basics and Wright Group's Fluency FIRST! Program. Both intervention programs establish data-driven focused instruction and employ a variety of instructional approaches designed to meet the literacy needs of the English Language Learner and beginner reader during the schedule of 90-minute per session, 3 sessions a week for 30 weeks. The combination of the two programs will provide students with balanced intervention program that targets the basic literacy needs of beginning readers.

Foundations Wilson Language Basics is a systematic phonics program which meets the NYS Common

## Part B: Direct Instruction Supplemental Program Information

Core State Standards for Reading Standard: Foundational Skills 3 (a-f). Wright Group's Fluency FIRST! Program meets the NYS Common Core State Standards for Reading Standard: Fluency 4 (a-c). In addition, the program also addresses the Reading Standard for Literature: Craft and Structure 4, the Speaking and Listening Standards: Comprehension and Collaboration 2, Presentation of Knowledge and Ideas 5, and Language Standard: Vocabulary acquisition and Use 4 (a).

The Early Intervention Extended Day Title III Program provides targeted instruction to English Language Learners (ELLs) who are at risk for not meeting grade level benchmarks. The instructional program will service ELLs in grade 1 and 2, who score at level 1 on the Teachers College Reading Assessments. The Early Intervention program specifically addresses instruction in emergent and beginning reading to improve the literacy performance of ELLs. Students will meet (three) 3 days per week (Monday, Tuesday, Wednesday) from 3:00 p.m. – 4:30 p.m. Each class within the program will service approximately 12-15 students. The Fluency Fun program will be taught by certified Common Branch, Early Childhood and ESL/Bilingual teachers

### Program Descriptions

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

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

The Fluency FIRST! Program builds students' reading fluency using poetry. Reading fluency is the ability to read accurately, automatically, and with meaningful expression. Instruction in fluency has been proven to help students bridge the gap between learning to decode and reading for meaning. (Dowhower 1987, 1994) The program is based on the Fluency Development Lesson (Rasinski, Padak,

## Part B: Direct Instruction Supplemental Program Information

Linek, & Sturtevant, 1994) which utilizes research-tested activities and teaching techniques in 15-20 minute lessons which include:

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

### Independent Reading

Students will be matched to 'just right' leveled texts at their independent reading level based on the Teachers College Reading Assessment. The students will read independently for approximately 30 minutes using their just right leveled texts. While they read, the teacher will confer with the students and coach them as they read using strategy prompts. The teachers will use the prompting guide from Fountas and Pinnell's Leveled Literacy Intervention Kit.

### Assessment

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

## 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 Program

The Title III Professional Development program will focus on providing teachers with methods for

### Part C: Professional Development

scaffolding and differentiated instruction for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYS performance and learning Standards and achieve higher scores on all state assessments. The professional development sessions will be facilitated by Laura Kimball, Assistant Principal.

Teachers working in the Early Intervention instructional program will receive three, two (2) hour session of professional development after school before the start of the program. The team will also meet one (1) Friday each month from 3:00 p.m. – 4:00 p.m. for academic inquiry. The inquiry workshops will focus on studying the student data (from the assessments administered beforehand) to develop questions regarding student achievement. The questions will be analyzed in order to develop theories for effective instruction. Teachers will plan differentiated lessons and customize instruction as determined through the inquiry. The professional development sessions will be facilitated by Laura Kimball, Assistant Principal.

The teachers working in the Mondo program will receive three staff development sessions focusing on all of the components of the Mondo program and the ESL instructional methods and strategies. These professional development sessions will be facilitated by Tammy Tucker, Assistant Principal.

### 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:

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

The school's Parent Coordinator (PC), Mayra Soto, is proficient in English and Spanish. To further support student progress, our PC conducts Math workshops for parents in Every Day Mathematics topics with the support of the Staff Developers. Adult ESL and General Education Diploma (GED) classes are provided to parents, as well. ESL teachers conduct various parents' workshops in literacy addressing

**Part D: Parental Engagement Activities**

such topics as familiarizing parents with the school system, the ESL and Dual Language programs, ESL/ELA standards and assessments for ELLs. Topics including strategies to help children at home are also presented at the parent workshops. Parents remain actively involved in the school’s decision-making process in the following ways: The Title I Parent Involvement Committee meets to develop and evaluate Title I services, parents are also members of the School Leadership Team and participate in scheduled meetings; they provide input on the selection of curriculum, instructional materials for students, and assist in aligning the budget. The parent attendance rate at our monthly Parents’ Association meetings is extremely high.

A voluntary evening event, Meet the Teacher Night, is also conducted by the staff, early in the school year, whereby teachers meet with parents to discuss school and grade expectations, and promotional requirements.

**Part E: Budget**

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

Allocation Amount: \$0

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)		

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
<b>TOTAL</b>		