



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: P.S 189 THE BILINGUAL CENTER

DBN (i.e. 01M001): 17K189

Principal: BERTHE G. FAUSTIN

Principal Email: BFAUSTI@SCHOOLS.NYC.GOV

Superintendent: BUFFIE SIMMONS

Network Leader: ROXAN MARKS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Berthe G. Faustin	*Principal or Designee	
Michael Roett	*UFT Chapter Leader or Designee	
Dorothy C. Brown	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Amidor Almonord	Member/ Teacher	
Debbie Phillips	Member/ Teacher	
Barbara Pennycooke	Member/ Parent	
Demar A. Manradgh	Member/ Teacher	
Carol Jonas	Member/ Parent	
Dawn Lewis	Member/ Parent	
S. Leanne Williams	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, there will be a 5 point increase, from 27% to 32%, in the percentage of all students in grades 3-8 achieving proficiency on the New York State Math exams.

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.

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1. To ensure that the students are actively engaged in rigorous tasks that meet the demands of the Common Core standards, teacher teams will continue to reorganize and implement CCLS-aligned units of study in a sequential manner that exposes the students to the full range of standards and practices. In addition, teacher teams will also continue to make extensive use of " Exemplar" problems, along with other well planned/crafted performance tasks (Go-Math in grades K-5 and CMP3 in grades 6-8), geared toward building student's perseverance and critical thinking skills.**
- 2. To continue to support our teachers in all settings (mainstream, bilingual, and special education), especially, the new pedagogues and those who are new to our math culture, the math coach and other in-house lead teachers will conduct professional development, demo lessons, and one to one consultations. Having teachers visit other classrooms, in order to share best instructional practices, constitutes another form of support that we provide from September to June 2014, as needed.**
- 3. To solidify our math culture by emphasizing lessons that are interdisciplinary, and guiding students to take ownership of their learning through the use of rubrics. Furthermore, problem solving and writing in Mathematics will be at the center of our math culture. This endeavor will be undertaken by all students from Grades 1-8 under the leadership of the classroom teachers and the math coach.**
- 4. To have common-grade teachers (GradesK-8) of all settings (mainstream, bilingual, and special education) develop monthly tests, based on the CCLS that mirror the state format. By doing so, these teachers will ensure that all students are held accountable for what has been taught in the grade for the month.**

B. Key personnel and other resources used to implement each strategy/activity

- 1. Administrators, coaches, consultants, and teachers**
- 2. Administrators, math coach, and teachers.**
- 3. Administrators, math coach, and teachers.**
- 4. Administrators, math coach, and teachers.**

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Lesson plans reflecting planning of the use of rigorous tasks and increase performance in solving multi-step problems.
 2. P.D. attendance, minutes and agendas,; coach/lead teacher logs., teacher reflections.
 3. Lesson plans reflecting the integration of a journal segment as well as problems requiring students to justify their thinking through written explanation, revised curriculum maps, unit plans and rubrics.
 4. Grade-wide monthly exams.
- D. Timeline for implementation and completion including start and end dates**
1. Weekly teacher-team meetings from September 2013 to June 2014
 2. Ongoing from September 2013 to June 2014
 3. Ongoing from September 2013 to June 2014
 4. Monthly from September 2013 to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Weekly teacher team and Grade-wide common preparation periods; Go Math (k-5), CMP3 (grades 6-8) professional development provided by Central DOE and Learner Centered Initiatives.
 2. Literacy coach and math consultant from Successful Learning Group. Weekly teacher team and Grade-wide common preparation periods.
 3. Professional development on the use of Exemplars provided by the Network and turned keyed by in-house math specialists. Weekly teacher team and Grade-wide common preparation periods.
 4. Professional development provided by Learner Centered Initiatives and Successful Learning Group consultants. Weekly teacher team and Grade-wide common preparation periods

Strategies to Increase Parental Involvement

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

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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.

As a result of implementing a rigorous curriculum, by June 2014, there will be a 5 point increase in the percentage of all students in grades 3-8 achieving proficiency on the New York State ELA exams.

Comprehensive Needs Assessment

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

In order to increase from 22.4% proficiency to 27.4% proficiency on the New York State ELA exam we will target the areas for greatest opportunities for achievement which are rigorous thinking, writing and vocabulary.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Implement Core Knowledge/Expeditionary Learning Curriculums to increase student exposure to varied content, academic vocabulary, rigorous thinking opportunities and a range of writing.
2. Implement the Junior Great Books Reading Program, (JGB) school wide. JGB is a reading and discussion program that promotes critical thinking and higher student achievement through shared inquiry and writing in response to reading.
3. Implement 100 Book Challenge to increase students' independent reading levels and vocabulary acquisition. The 100 Book Challenge is an independent reading program built around appropriate leveling of students in books that are self-selected. The program rewards students' efforts with incentives and has a built in data management system to monitor progress.
4. Implement Learning Support Teams to support small groups of students.

B. Key personnel and other resources used to implement each strategy/activity

1. All English Language Arts teachers, and cluster teachers who provide ELA support, coaches, administrators, Learning Support Team Members
2. All English Language Arts teachers, and cluster teachers who provide ELA support, coaches, administrators, Learning Support Team Members
3. All English Language Arts teachers, and cluster teachers who provide ELA support, coaches, administrators, Learning Support Team Members
4. Cluster teachers who provide ELA support Learning Support Team, coaches, administrators

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. All K-8 students, including Former ELLs, ELL's and SWD's. Grade-level team analysis of student work will increase student proficiency demonstrated in writing and vocabulary. Unit pre and post assessments and school created interim assessments will be used to track mastery of key standards.
2. All K-8 students, including Former ELLs, ELL's and SWD's. Grade-level team analysis of student work will increase student proficiency demonstrated in writing and vocabulary.
3. All K-8 students, including Former ELLs, ELL's and SWD's. Steps read will be tracked and recorded. All students will achieve 800 steps by June 2014, with corresponding growth across reading levels.
4. All K-8 students scoring in the high-two range.

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014
4. September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. School-wide schedule will include a daily three period literacy block with regularly scheduled times to implement rigorous Common Core Aligned curriculum i.e., Expeditionary Learning and Core Knowledge. On-going differentiated professional development is provided.
2. Junior Great Books high-lexile levels promote an inquiry cycle that will engage students in rigorous, text-based discussion based inquiry with rich content based vocabulary. On-going differentiated professional development is provided.
3. American Reading Choice 100 Book Challenge leveled books and reward system engages students in reading at their independent reading level.
4. The school schedule includes built in time for Learning Support team members to work with small groups of students. On-going differentiated professional development is provided

Strategies to Increase Parental Involvement

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

Parents are invited to visit the school for a school-wide orientation with the first week of school and during grade specific open-houses, thereafter. They are encouraged to attend workshops on various subjects such as the school curriculum, assessments, standards, school discipline. A monthly calendar and a monthly newsletter keep parents informed of on-going educational events. All school related materials addressed to parents of English Language Learners are written in English and parents' native languages (for example, Haitian Creole or Spanish).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 100% of teachers of ELA, math, social studies and science will use data to increase the rigor of instruction for all learners resulting in a 5 point increase in the percent of students, including ELLs and special education, achieving proficiency on the pre (September) and post (June) school-wide assessments.

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.
Results of the 2013 New York State Common Core Examinations show a large proportion of students performing at Level 2 (42.4% in ELA, 41.6% in math) with an over-representation of Former Ells in this group (64.1% in ELA, and 56.4% in math.) Additionally, a disproportionate number of Students with Disabilities (SWD) scored at Level 1 (75.8% in ELA, 64.2 in math). Analyzing the results of different types of assessments (e.g., monthly exams, NYS simulation, Running Records, IRLA) will allow teachers to make decisions about appropriate instructional strategies to differentiate instruction and address the individual learning needs of all students, particularly "Former ELLS" and "Students with Disabilities."

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> Six gradewide ELA and six gradewide mathematics exams will be administered to all students in grades K-8. Five NYS/CCLS exam simulations will be administered in ELA and in mathematics to all students in grades 3 to 8. Teachers, staff developers, and administrators will analyze the results of assessments to identify student needs; design action plans for whole-class instruction, small groups, and individual students; and monitor progress at the grade, class and subgroup level. Teachers will monitor growth in reading levels by completing a Running Record on every student in Kindergarten to 8th grade, including ELL and IEP students, four times a year. 100 Book Challenge, an independent reading program will be implemented in grades K-8.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Administrators, coaches, teachers, NYS tests published by NY Test Ready(3) and Rally (2) Administrators, coaches, teachers, Testwiz, Administrators, ELA coaches, teachers Administrators, ELA coaches, teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> All K-8 students, including Former Ells and SWDs. Incremental increases are expected in the percentage of students at each grade level achieving proficiency. Minutes and agendas of all Teacher Team meetings, lesson plans reflecting thoughtful groupings, and increased engagement rates during classroom observations. All students, TCRWP benchmarks will determine adequate progress All students. Kidspace (100 Book Challenge) will be used to track IRLA Reading Levels and progress towards the target for reading practice (800 steps.)
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> September-Diagnostic exam; October, November, December, January-Monthly exams (4); February/March-NYS Simulations (3); and June Post-test.)

2. Weekly during common grade preparation periods, Learning Support Team (SLT) meetings, and Instructional team meetings. Ongoing September to June 2014
3. September 2013, November 2013, February 2014, and May 2014.)
4. All students will achieve 800 steps by June 2014 with corresponding growth across reading levels.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. ELA and mathematics coaches, in collaboration with classroom teachers, design the six grade-wide exams. NYS test simulations are purchased from Rally and NY Test Ready.
2. Teachers meet weekly in grade-level teams and in Learning Support Teams (LSTs) to review data from monthly exams and NYS Test simulations, Testwiz; an online assessment tool is used to analyze/desegregate the results. Further discussions regarding the data (e.g., Implications for instruction, programming, and professional development) occur during bi-monthly Vertical Articulation and weekly Instructional Team meetings
3. Fountas and Pinnell Running Record kits will be used in grades K-2; W.R.A.P. kits in grades 3-8.
4. American Reading Company- 100 Book Challenge.

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).

- A calendar is published every-month giving parents/guardians the dates of all school-wide testing.
- A "What your child is learning this month" publication is sent home to all parents/guardians on a monthly basis.
- Workshops are conducted for parents/guardians in all subject areas to give them strategies to support their children academically, and familiarize them with the CCLS and the NYS testing program.
- Parents/guardians receive a report after each exam simulation (including diagnostic and post exam) with their child's overall score and his/her performance level

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III		Set Aside		Grants
----------	-----------------	----------	-----------------	----------	------------------	----------	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

•

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Wilson, Reading Recovery, Corrective reading, Reading Rescue, Learning A_Z, Discovery Education, Achieve 3000, Imagine Learning	One to one and small group instruction.	Regular school hours, extended day and Saturday programs.
Mathematics	Skills Intervention, Common Core Clinics, Math Steps, ST Math, Math Buddies, Singapore Math.	Services are provided in small group sessions or one-on-one according to the needs of the students.	Services are provided during the school day, during the extended day sessions, and through Saturday Academy.
Science	Using Lab/Inquiry skills and content area reading.	Small group instruction.	Regular school hours.
Social Studies	Social Studies instruction is integrated with ELA.	Grades 2- 8.	Regular school hours, extended day and Saturday programs.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Crisis intervention, short term individual and group counseling, academic and behavior intervention planning.	One to one and small group sessions.	Services are provided during school hours.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> a. Citywide recruitment fairs b. Referrals from reliable staff members c. Interviews by school team including experts in the area the candidate is interviewing for d. Candidates must deliver a demonstration lesson e. Applicant is employed as a per diem substitute prior to hiring

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> 1. Monitoring by supervisors 2. Mentoring by senior teachers 3. Monitoring and professional development by on-site staff developers and outside consultants 4. Grade level common preparation periods 5. Inter-visitations to master teacher classrooms for demonstrations of best practices 6. PD Title I funds are set aside for tuition reimbursement in areas of need. 7. Talent Coach (Central) 8. Learning walks with peer feedback. 9. Monthly Professional Development Sessions based on school data and analysis of instructional practices observed and schoolwide goals. 10. Differentiated professional development based on individual teacher goals and/or needs. 11. ADVANCE Video Library of effective teaching practices. 12. Consistent and on-going feedback using the Observation and Feedback Cycle.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The Title I consolidated funding is used to support Students in Temporary Housing (STH), professional development, and parent involvement. For our Students in Temporary Housing (STH), we set aside \$100 per student to cover the cost of school uniforms, supplies and other needs that are brought to our attention. All cost associated with professional development are paid using Title I funding. One percent of our Title I funding is set aside to support our parents by hosting various classes and workshops

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- Orientation Session in June for parents of children entering Kindergarten (Agenda includes Overview of School, Dual Language Program, Non-Negotiable School Rules, Uniform Policy, Arrival and Dismissal Procedures)
- School tour for incoming children and their parents
- Assessment of Kindergarteners to gather baseline data to determine students' readiness skills and to plan instruction and placement
- Orientation meeting in early September to inform parents about curriculum, academic and behavior expectations.
- "Open House" for parents in September which includes discussion about the curriculum and classroom visits

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

-Weekly Common Planning Sessions, whereby teachers follow a consistent protocol for looking at student work and making instructional decisions based on outcomes.

-Monthly Item Skills Analysis PD Sessions. These sessions involve students analyzing data results to determine patterns in areas of student strengths and weaknesses. During these sessions, teachers and administrators strategize and plan for the use and selection of appropriate instructional decisions, resources and academic intervention services to use moving forward that will benefit and maximize student achievement.

-Supervisors communicate regularly through ADVANCE: Using Assessment in Instruction Observation and Feedback Cycle. Student outcomes are regularly collected and discussed after observations. With the support of the administrators, teachers justify instructional decisions based on student outcomes that will best increase student achievement.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

- **hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;**
- **encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;**
- **establishing a Parent Resource Center/Area**
- **hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;**
- **encouraging more parents to become trained school volunteers;**
- **providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;**
- **developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;**

P.S. 189 The Bilingual Center

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
- D.R.E.A.M.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 17	Borough Brooklyn	School Number 189
School Name The Bilingual Center-PS189		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Berthe G. Faustin	Assistant Principal Victoria Fernandez
Coach Judith Duffus Campbell/Literac	Coach Gilbert Torchon/Mathematics
ESL Teacher Blanca Peña	Guidance Counselor Marie Grand-Pierre
Teacher/Subject Area Myrna Jeudy/Bil.ComBr.Spanish	Parent Dorothy Brown/PTA President
Teacher/Subject Area Rick Jean-Marie/Bil.HCreole	Parent Coordinator Yovanni Gil
Related Service Provider Josiane Anglade/SETTS/AIS	Other MenesDejoieSchool Psychologist
Network Leader(Only if working with the LAP team) Roxann Marks	Other Rozevel Jean-Baptiste/ELLCoord

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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	15	Number of certified NLA/foreign language teachers	11	Number of teachers who hold both a bilingual extension and ESL certification	2
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1190	Total number of ELLs	212	ELLs as share of total student population (%)	17.82%
--	-------------	----------------------	------------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	212	Newcomers (ELLs receiving service 0-3 years)	169	ELL Students with Disabilities	35
SIFE	29	ELLs receiving service 4-6 years	37	Long-Term (completed 6+ years)	6

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	39	12		9	0		5	0		53
Dual Language	126	14		28		0	0	0	0	154
ESL		0	0					0		0
Total	165	26	0	37	0	0	5	0	0	207

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								13	14					27
Haitian								11	16					27
SELECT ONE														0
TOTAL	0	24	30	0	0	0	0	54						

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP												
Spanish	12	10	13	9	10	17	15	12	15	10	10	15	13	12					88	85
Haitian	2	13	6	19	7	11	6	14	2	14	9	16	8	17					40	104
SELECT ONE																			0	0
TOTAL	14	23	19	28	17	28	21	26	17	24	19	31	21	29	0	0	0	0	128	189

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		3	5				2	1	3					14
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2	3	1	0	2	2	1	0	0					11
Haitian									1					1
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
TOTAL	2	7	6	0	2	2	3	2	4	0	0	0	0	28

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	4	1	2	7	4	7	5	3	2					35

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)	10	12	6	6	5	1	6	7	5					58
Advanced (A)	5	6	4	6	7	10	8	9	11					66
Total	19	19	12	19	16	18	19	19	18	0	0	0	0	159

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	5	7	1	20
4	12	10	3	0	25
5	22	8	3	0	33
6	17	17	3	0	37
7	26	10	2	0	38
8	14	8	4	0	26
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7	6	5	4	1	2	0	1	26
4	13		7	6	1	1	0		28
5	15	14	11	5	1	2	0		48
6	19	16	13	11	1	1	0		61
7	26	19	8	9	1	1	0		64
8	18	8	7		0		0		33
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		4		6		7		2	19
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The school uses the Fountas and Pinnell Running Records in grades K-4 while the Teachers College Running Record kit is used in grades 5-8. The running records kit is used to pinpoint the instructional reading level of each child. The assessment results are used for instructional grouping and for lesson planning and curriculum adjustment. For example, students will be placed in guided reading groups based on their reading level. This reading assessment is administered quarterly. Students are encouraged to monitor their own progress through the use of their data note book. Conference notes are kept by the teacher which details the progress and mastery of various skills to bring them on grade level reading. The school also utilizes an independent reading program called 100 Book Challenge. This is where the students are encouraged to read independently at their "comfort level". This program monitors the students reading frequency and thrie mastery level.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The NYSESLAT data reveals that 61% of ELLs are at the Intermediate and Proficient level. In comparing the data with the previous year's it became apparent that a significant number of the students have been in these two categories for the past two years. It would also appear that a small percentage of the students regressed between last year and this year.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The state did not release the spring 2013 NYSESLAT scores in combined modalities.
4. For each program, answer the following:
 - a. 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?The following patterns were revealed in the data. (i) That students who are literate in their native language do better than students who are SIFE, on tests taken in English. (ii) Students in grades
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered during the planning. Teachers expose cultures that are representative of the class population during ELA and Social Studies lessons
7. 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?The school uses local and state measures to assess EPs in the target language. The school administers a diagnostic and subsequent monthly tests in both ELA and Math.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the school's program is evaluated using the school-based and state tests. The growth of the students are measured and tracked across the school year and measured against the NYS tests. In this way the school is aware of the effectiveness of the various programs to enhance target language acquisition.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At enrollment, trained school staff members, who are the pupil personnel secretary, the Spanish Bilingual parent coordinator, the certified bilingual/ESL teachers at the school, meet with parents to make an initial determination of the child's home language. Members of the team interview and guide the parents in completing the Home Language Identification Survey (HLIS) in a language of their choice. The school provides language support for this process by utilizing the school psychologist who is fluent in Haitian Creole and the parent coordinator who is fluent in Spanish. The certified ESL teacher is also utilized as a translator as she is a native Spanish speaker. Parents can therefore ask and receive clarifying response to questions asked during this initial identification process. The Bilingual Coordinator or the ESL teacher will also explain the program choices to parents. This is done so as to make the parents aware of their choices re their child's placement. The ESL teacher or the ELL AP conducts an informal interview and assist parents in completing the HLIS. Once the certified ESL teachers collect the HLIS and determine that a language other than English is spoken at home, then the Language Assessment Battery-Revised (LAB-R) is administered to indicate English proficiency level.
Each ESL teacher has scheduled time for LAB-R administration. Therefore the new admit is tested within the mandated ten day time period. Spanish-speaking students whose LAB-R handcores determine that they are eligible, will take the Spanish LAB-R which is administered only once. The Parent Survey and Program Selection forms are kept centrally in the main office with the students' files.
2. 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.
As students are determined by the certified ESL teachers to be eligible for language services, according to the LAB-R results, parents are notified of the results and invited to the parent orientation where they receive information on services available to English Language Learners (ELLs) and the choices of programs being offered by the New York City Public Schools to parents of ELLs. Beginning in the fall, New ELL parent orientation meetings are scheduled at the beginning and during the school year to familiarize parents with the school system and the different programs that are offered. A DVD on parent orientation by the Department of Education is shown to parents in their language, and parents have the opportunity to discuss the three program choices and complete the Parent Surveys and Program Selection forms. Entitlement letters, Parent Survey and Program Selection Forms, and Placement letters are readily sent or provided to parents during the orientation meetings. The translated materials allow parents to understand better the information being given. Follow-up phone conversations with parents through the bilingual parent coordinator, social worker or bilingual/ESL teacher ensure positive communication or return of materials. Records of Parent Survey and Program Selection Forms are kept centrally at school with other ELLs secured materials.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
At the beginning of the school year, letters of continued entitlement are sent by the ESL teachers to parents of ELLs whose child did not score proficient on the New York State English as a Second Language Assessment Test (NYSESLAT). Parents are notified that these students continue to be entitled to the ELL services. PS 189 offers after-school and Saturday Academy programs to ELL students in grades three to eight who need reinforcement in language instruction and skills on how to get ready for the NYSESLAT.
4. 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.
Paste response to question here:
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Paste response to question here:
6. 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.) 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. 

4-5-6- PS 189 offers Dual Language Classes in Spanish and Haitian-Creole in grade K to 6 and Transitional Bilingual Education classes in grade 7 and 8. A Free Standing ESL program services ELLs who are not in the DL or TBE programs. Students who are eligible for ELL services according to the LAB-R, and whose parents have been informed of the program choices, are placed in the

Dual Language program or the Transitional Bilingual program. The certified Bilingual Common Branch teachers, or the Dual Language and ESL teachers provide the ESL/ ELA, content areas, and native language instruction necessary for learning.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
The organizational models used are Transitional Bilingual, Dual language and Free Standing ESL program. Within these large frames the school employs push-in models where the learning Support team (LST) pushes into the classroom to provide additional support to the classroom teacher and to targeted groups of students in literacy and or maths. The ESL teacher also does push-in or pull depending on the number and or proficiency level of the students.
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)?
Paste response to questions here:
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 foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

7. 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?

Paste response to question here:

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here:

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:	Spanish Haitian Creole		
Social Studies:	Spanish Haitian Creole		
Math:	Spanish Haitian Creole		
Science:	Spanish Haitian Creole		

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

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

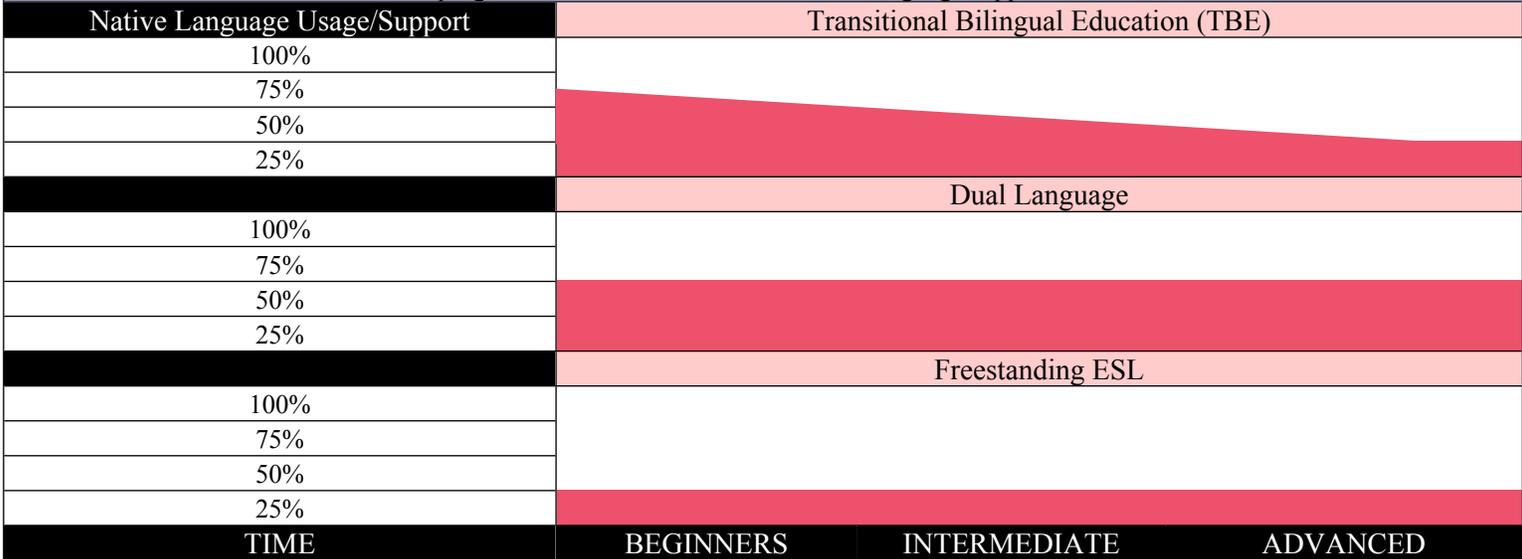
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

Paste response to question here:

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here:

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here:

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here:

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

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

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions here:

D. Parental Involvement

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

Paste response to questions here:

E. 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 response to question here:

Part VI: LAP Assurances

School Name: <u>189</u>		School DBN: <u>17K189</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Berthe G. Faustin	Principal		1/1/01
Victoria Fernandez	Assistant Principal		1/1/01
Yovanni Gil	Parent Coordinator		1/1/01
Blanca Pena	ESL Teacher		1/1/01
Dorothy Brown / PTA President	Parent		1/1/01
Myrna Jeudy/ Bil.ComBr.Spanish	Teacher/Subject Area		1/1/01
Rick Jean-Marie/ Bil.HCreol	Teacher/Subject Area		1/1/01
Gilbert Torchon / Mathematic	Coach		1/1/01
J. Duffus-Campbell /Literacy	Coach		1/1/01
Marie Grand-Pierre	Guidance Counselor		1/1/01
Roxann Marks	Network Leader		1/1/01
MenesDejoie/ School Psychologis	Other		1/1/01
Rozevel Jean- Baptiste/ELLCoord	Other		1/1/01
Rozevel Jean Baptiste/ELLCoord	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17K189 School Name: PS 189

Cluster: 04 Network: 401

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

Part A: Needs Assessment Findings

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

School Records and Home Identification Language Surveys (HILS) show that about 20% of PS 189/The Bilingual Center student population consists of English Language Learners. Approximately 24% of PS 189 families are recent immigrants with limited English proficiency. Oral reports from the guidance office, the Parent Coordinator and the PTA president have also highlighted the need for language services to meet the needs of our multilingual community. During most school community meetings the need for and benefits of written translation and oral interpretation are often expressed by parents.

P.S 189 works at developing a positive home school partnership in order to improve student learning outcomes. New ELL parents' orientation meetings are scheduled during the school year to familiarize parents with the school system and the different programs that are offered.

Parents are provided a general overview of the school programs in their dominant language. All parents are afforded the opportunities to dialogue on school policies, school and class expectations. Workshops are held in languages other than English to assist parents in understanding and interpreting the school and individual student data.

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

Being a linguistically and culturally diverse school population, PS 189 has a large number of Limited English Proficient parents. Meaningful parental engagement in the educational process and Chancellor's Regulations require that school-related information be provided to parents in their home language.

Research in the field of language has shown that, when information is provided to parents in the language they understand, their participation in the school's life increases and students' achievement improves significantly. Findings of school's written translation and oral interpretation needs were reported to the school community during various forums and school staff was informed of available services and required

procedures to meet those needs.

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

TITLE III TRIPS CHART

PLACE DATE/TIME COST

Bronx Zoo

05/05/2011 Bus = 425

Admission \$18 x 30 students

(P.O.P Pass) = 540

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

Admission \$3 x 30 = 90

Broadway / Off Broadway Theatres 05/18/2013

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

Admission \$65 x 40 =2600

Total TOTAL = 4930

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

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

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here:

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

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

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

Title III PD Chart

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

Audience : Title III Saturday Academy Teachers

Part C: Professional Development

Part D: Parental Engagement Activities

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

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

Begin description here:

Begin description here:

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

Part E: Budget

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

Allocation Amount: \$

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