



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: P. S. 89 ~ WILLIAMSBRIDGE SCHOOL

DBN (i.e. 01M001): 11X089

Principal: RALPH MARTINEZ

Principal Email: RMARTIN72@SCHOOLS.NYC.GOV

Superintendent: ELIZABETH A. WHITE

Network Leader: BENJAMIN SOCCADATO

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
Ralph Martinez	*Principal or Designee	
Robert Breitenbach	*UFT Chapter Leader or Designee	
Annette Alvarado	*PA/PTA President or Designated Co-President	
Valorie Rizzo	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	
Tanikya Feemster Eva Ortiz	Member/ Parent Member/ Parent	
Carrie Meacham Donna Stuart	Member/ Parent Member/ Parent	
Genesia Baker	Member/ Parent	
Dominique Ferro	Member/ UFT	
Jessica Lawston	Member/ UFT	
Dara Narciso	Member/ UFT	

**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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 11X089

School Configuration (2013-14)

Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	1416	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	46	# SETSS	N/A	# Integrated Collaborative Teaching	30
Types and Number of Special Classes (2013-14)					
# Visual Arts	27	# Music	1	# Drama	14
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	76.5%	% Attendance Rate			90.6%
% Free Lunch	100.0%	% Reduced Lunch			0.0%
% Limited English Proficient	18.8%	% Students with Disabilities			18.0%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.8%	% Black or African American			25.4%
% Hispanic or Latino	48.5%	% Asian or Native Hawaiian/Pacific Islander			7.5%
% White	17.7%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	2.17	# of Assistant Principals			3
# of Deans	1	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	1.0%	% Teaching Out of Certification			3.0%
% Teaching with Fewer Than 3 Years of Experience	13.1%	Average Teacher Absences			6.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	17.8%	Mathematics Performance at levels 3 & 4			15.1%
Science Performance at levels 3 & 4 (4th Grade)	67.9%	Science Performance at levels 3 & 4 (8th Grade)			60.1%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	No	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	Yes
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	No	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	Yes
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	No	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	Yes
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP					
Describe the strengths of your school's 12-13 SCEP.					
SCEP addressed school specific needs as per SED and DOE reviews					
Describe the areas for improvement in your school's 12-13 SCEP.					
1. Improved academic performance of ELLs and SWDs					
2. Ensuring access for ALL learners, with a specific focus for ELLs and SWDs, teaching and learning					
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.					
Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students					
Describe the degree to which your school's 12-13 SCEP was successfully implemented.					
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved					
Were all the goals within your school's 12-13 SCEP accomplished?			Yes	x	No
If all the goals were not accomplished, provide an explanation.					
Progress toward the 2013 goals is evident, however, change is slow and it takes time to embed new perspectives and methodologies					
Did the identified activities receive the funding necessary to achieve the corresponding goals?			x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Time to implement and coordinate the new demands of MOSL, MTP, CCLS				
List the 13-14 student academic achievement targets for the identified sub-groups.				
5% improvement in ELA and math for the lowest third, ELLs, and SWDs				
Describe how the school leader(s) will communicate with school staff and the community.				
Monthly staff meetings, monthly newsletter, grade meetings and subject area meetings				
Describe your theory of action at the core of your school's SCEP.				
The principal and his cabinet work to create a calm and respectful environment that fosters higher level of student and adult learning				
Describe the strategy for executing your theory of action in your school's SCEP.				
The school implements a standards based curricula, with attention to writing across the grades and content areas, which leads to increased student achievement; Grade level teams meet weekly to modify curriculum to increase access for all students.				
List the key elements and other unique characteristics of your school's SCEP.				
Specifically targets both administrative and teacher practice through ongoing professional development, consistent observation of teaching staff, modification of curriculum, strategic use of resources, reprogramming of staff, and expansion of teacher teams				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
A cohesive leadership with a cabinet that meets regularly to review and refine the improvement plan.				

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“Devise a formal system to regularly monitor and evaluate processes for capturing current school-wide data with greater efficiency to identify school-wide trends in order to enhance the coherence of policies and practices across the school (5.1)”

Review Type:	QR	Year:	2012-13	Page Number:	5	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	2.2 School leader’s vision	2.3 Systems and structures for school development
x	2.4 School leader’s use of resources	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the principal and assistant principals will conduct a minimum of 6 informal or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework.

Instructional Strategies/Activities

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

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

1. School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards
2. Supervisors, in collaboration with teachers, will develop an individual professional development plan for each teacher.
3. Supervisory staff will meet individually with staff to review student data and develop plans for improving individual student achievement. (Fall 2013)
4. Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance records, agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress

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

1. Principal, assistant principal, teachers
2. Principal, assistant principal, teachers
3. Principal, assistant principal, teachers
4. Principal, assistant principal, teachers

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

1. By February, completion of a minimum two supervisory observations with associated lesson plans for each teacher will provide evidence of improved instructional practice
2. Completion of individual professional development plan for each teacher
3. Completion the initial review of student data and the development plans for improving individual student achievement
4. Defining a monthly quota of teacher observations based on both the level of teacher experience and need, samples of supervisory observations and lesson plans will provide evidence of staff progress

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

1. September to February 2014
2. September to November 2013
3. September to November 2013
4. September 2013 to May 2014

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

1. Time for professional development, per session and per diem
2. Scheduled time during the school day for individual conferences with each teacher and an administrator

3. Scheduled time during the school day for individual conferences with each teacher and an administrator
4. Scheduled time during the school day teacher observation and pre- and post conferences

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Improve instructional practice that is aligned to curricula demands to promote student mastery across classrooms, particularly in math. (1.2)"

Review Type:	QR	Year:	2012 - 13	Page Number:	4	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, teacher teams will design and implement curriculum units in math, ELA, social studies and science which include rigorous tasks engaging students and in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points ensuring access for ALL learners, with a specific focus for ELLs and SWDs. Lessons will be sufficiently differentiated to engage all students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. The Data specialist will provide teachers with school-wide as well as individual student data in the areas of ELA and math. They will facilitate professional development activities on interpreting the data and utilizing the information to develop curriculum units which are aligned with the CCLS
2. Educational Consultants and assistant principals will provide staff with the tools and strategies needed to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
3. Network Supervisory Staff and teacher teams will meet during common planning time to plan and align curriculum
4. Teachers will utilize a "Looking at Student Work" protocol to gather information about student learning and inform revision of instructional units.
5. New teachers meet regularly with principal to discuss challenges and success as they work to align units of study

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

6. Data specialist, teachers
7. Educational consultants, assistant principal, teachers
8. Network instruction support staff, teacher teams
9. Teachers, network achievement coaches and ELL specialist

10. New teachers, principals, per diem and per session
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Completed data analysis for each student, observation of implementation of monthly professional development 2. Completed unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS 3. Minutes of weekly planning sessions detailing planning time 4. Observation of implementation of the LASW protocol during teacher team planning time 5. High attendance of new teachers at voluntary principal meetings
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September to November 2013 2. Quarterly, October 2013 to May 2014 3. Monthly, October 2013 to April 2014 4. Weekly, October 2013 to June 2014 5. Twice-monthly October 30 February 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Per session for data analysis for after school meeting 2. Per session for after school and per diem for PD coverage 3. Scheduled time during the school day for common planning 4. Scheduled time during the school day for teacher teams to master and apply the LSAW protocol 5. Meet and Eat meetings during teacher lunch periods for new teachers

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
"Ensure that goal setting and action planning are driven by on-going comprehensive data analysis resulting in targeted efforts by the school community to accelerate student achievement.									
Review Type:	QR	Year:	2012 - 13	Page Number:	5	HEDI Rating:	D		

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
	4.2 Instructional practices and strategies				4.3 Comprehensive plans for teaching				
	4.4 Classroom environment and culture			x	4.5 Use of data, instructional practices and student learning				

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, all students, including ELLs and SWDs, will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.									

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

To improve achievement for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA and math:

(Educational consultants will facilitate workshops with the ELL/SWD teachers and classroom teachers to provide teachers with the skills and strategies necessary to deliver the ELA to ELLs)

1. Network Special Education achievement coach will work directly with grade and subject area teams to ensure the UBD units are in alignment with CCLS and informed by data
2. Network ELL specialist will assume the role of ELL coach and provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculums. She will support teacher teams as they develop ELA units and tasks for ELLs.
3. Network ASE, will facilitate PD activities for teachers of SWDs. Monthly activities will include the development of reading and writing strategies in alignment with the grade level ELA curriculum
4. Teacher programs include 2 periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning will occur weekly from September to June.

To improve and enrich student achievement in ELA and mathematics, the following extended-day programs will be offered for grades K – 8:

5. Saturday Literacy/Math Academy (Grades 3 – 8) 8:30 a.m. – 12:00 p.m.
6. Math/Literacy Strategy –based After School Program – Tuesday/Thursday 3:15 p.m.- 5:45 p.m. (Grades 3 – 8)
7. Spalding Reading Program (Grades K – 2) – Tuesday - Thursday 3:15 p.m. – 4:15 p.m.
8. ELL Afterschool Literacy Arts Program (Grades 3 – 8) Tuesday/Thursday 3:15 p.m. – 5:15 p.m.
9. Regents Preparation (Grade 8) Monday –Thursday 3:15 p.m. – 5:15 p.m.

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

1. Network instructional support specialist, ELL teachers, SE teachers, classroom teachers
2. Network Special education coach, grade and subject area teams
3. Network ELL specialist, ESL and classroom teachers
4. Network ASE and SE teachers
5. Administrators, teachers
6. Administrators, teachers
7. Administrators, teachers
8. Administrator, teachers
9. Administrators, teachers

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

1. Administrative observation of implementation of differentiation of instruction for ELLs and SWDs in general education classroom
2. Units of study that exhibit Understanding by Design (UBD) precepts
3. Improved performance of ELLs in ELA as evidenced by interim assessments
4. Improved reading and writing instruction as per teacher observation
5. Improvement in reading and writing as evidenced by iReady assessments, teacher observations, and interim assessments
6. Improvement in reading and writing as evidenced by iReady assessments, teacher observations, and interim assessments
7. Improvement in reading and writing as evidenced by iReady assessments, teacher observations, and interim assessments
8. Improvement in reading and writing as evidenced by iReady assessments, teacher observations, and interim assessments

9. Improvement in reading and writing as evidenced by iReady assessments, teacher observations, and interim assessments
D. Timeline for implementation and completion including start and end dates
1. Monthly workshops and assessment, November 2013 to June 2014
2. Monthly workshops and assessment, November 2013 to June 2014
3. Monthly workshops and assessment, November 2013 to June 2014
4. Monthly workshops and assessment, November 2013 to June 2014
5. November 2013 – May 2014
6. November 2013 – May 2014
7. November 2013 – May 2014
8. November 2013 – May 2014
9. November 2013 – May 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Educational consultant, common planning time for teachers to attend PD sessions
2. Network Special education achievement coach, common planning time for teachers to attend PD sessions
3. Network ELL specialist, common planning time for teachers to attend PD sessions
4. Network ASE, common planning time for teachers to attend PD sessions
5. Per session and OTPS funds will be allocated to cover the cost of administrative/teaching personnel and materials for the program.
6. Per session and OTPS funds will be allocated to cover the cost of administrative/teaching personnel and materials for the program.
7. Per session and OTPS funds will be allocated to cover the cost of administrative/teaching personnel and materials for the program.
8. Per session and OTPS funds will be allocated to cover the cost of administrative/teaching personnel and materials for the program.
9. Per session and OTPS funds will be allocated to cover the cost of administrative/teaching personnel and materials for the program.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
"Devise a formal system to regularly monitor and evaluate processes for capturing current school-wide data with greater efficiency to identify school-wide trends in order to enhance the coherence of policies and practices across the school." (5.1)										
<i>Note the QR did not address Social emotional developmental Health</i>										
Review Type:	QR	Year:	2012- 13	Page Number:	5	HEDI Rating:	D			

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.										
	5.2 Systems and partnerships		x	5.3 Vision for social and emotional developmental health						
	5.4 Safety			5.5 Use of data and student needs						

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the whole school attendance rate will improve by at least 3% as measured in the school's Annual Attendance Report.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students
2. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health.
3. Effective use of school counselor to address absence and lateness
4. Opportunity for student voice and student choice
5. Transitional supports (elementary to middle, middle to high school, high school to college, career readiness)
6. Partnership with Doctors for a Healthier Bronx
7. Open house for middle school choice
8. Middle School Advisories in partnership with "Big Picture"
9. Fifth Grade exploratory—exposure to Academies (STEM & Arts/Humanities)
10. 21st Century afterschool program (Sport, arts, robotics, journalism)
11. Alliance for a Healthier Generation - fitness and health awareness in grades Pre K - 8
12. CookShop partnership with the Food Bank of New York
13. Golden Ticket—Student Reward Program for middle school
14. "Caught Doing Good" Movie tickets as a student incentive program
15. High School courses for high performing students (science, art, robotics and math)

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

1. Teacher, data specialist, administrative staff
2. Administrators, guidance counselor, Data specialist
3. Administrators, guidance counselor
- 4 – 14. Administrators, teachers, Doctors for a Healthier Bronx, Foodbank of NY, Big Picture,
- 15 . Administrators, guidance counselors, teachers

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

1. Report of all students deemed at-risk as per attendance and lateness
2. Define intervention(s) for all students deemed at-risk as per attendance and lateness
3. Guidance Counselor evidence (log) of contact hours with identified at-risk students
4. – 14. Evidence of attendance/participation
15. Evidence of student participation and performance – attendance, grades

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

1. September 2013-October 2013
2. September 2013-June 2014
3. September 2013-June 2014
4. – 14 October 2013 – June 2014
- 15 . January 2014 – June 2014

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

1. ATS and other attendance reports to be generated and analyzed

2. Scheduled team meetings of assistant principal, guidance counselor, and data specialist
3. Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students
4. – 14. Per Session for enrichment activities
15. Per Session for staff teaching high school courses and administrative staff

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

x	PF AIS	x	PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The DOE Office of Accountability reports that only 37% of all parent/guardians completed the 2013 NYC School Survey.

Note the QR did not address Family and Community Engagement

Review Type:	N/A	Year:	2013 - 14	Page Number:	N/A	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	x	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

In the 2013-2014 NYCDOE School Survey Report, parental response rate will increase 10%

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Planning and implementation of a Family outreach plan
2. New Parent Orientation/Family Night/Open House for Parents
3. Monthly implementation of parental offerings
4. Student recognition events

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

1. Principal, assistant principal, parent coordinator, selected teachers
2. Principal, assistant principal, parent coordinator, teachers
3. Parent coordinator
4. Principal, assistant principal, parent coordinator, selected teachers

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

1. Completed Family outreach plan

2. Attendance at Parent Orientation/Family Night/Open House for Parents
3. Parental attendance at parent offerings
4. Parental attendance at Student recognition events
D. Timeline for implementation and completion including start and end dates
1. August 2013 –June 2014, ongoing
2. Fall, Spring
3. Day time workshops, breakfasts, evening events
4. Ongoing, September 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Common planning time for Principal, assistant principal, parent coordinator, selected teachers
2. Staff attendance at New Parent Orientation/Family Night/Open House for Parents
3. Parent coordinator's planning and hosting of parent offerings
4. Staff attendance at Student recognition events

Budget and Resource Alignment

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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	<p>iReady program –This computer program provides diagnostic information in literacy for each student. Students are assigned lessons based on needs and periodically reassessed.</p> <p>Students work in small groups to develop literacy strategies.</p>	<p>Students work independently using the iReady program as they develop strategies based on personal needs.</p> <p>Teachers work one-on one and with small groups students to develop specific reading/writing strategies</p>	<ul style="list-style-type: none"> • 37.5 minute Morning School – Grades K - 8 • Spalding After School Program – Grades K – 2 • Math/Literacy After School Program – Grades 3 -8 • 21st Century Saturday Academy – Grades 3 - 8
Mathematics	<p>iReady program –This computer program provides diagnostic information in literacy for each student. Students are assigned lessons based on needs and periodically reassessed.</p>	<p>Students work independently using the iReady program as they develop strategies based on personal needs.</p> <p>Teachers work one-on one and with small groups students to develop specific reading/writing strategies</p>	<ul style="list-style-type: none"> • 37.5 minute Morning School – Grades K - 8 • Math/Literacy After School Program – Grades 3 -8 • 21st Century Saturday Academy – Grades 3 - 8
Science	<p>Students are introduced to project-based learning as they investigate topics of interest.</p> <p>Students engage in hands-on science investigations, read non-fiction science text and formulate written responses to questions based on informational text.</p>	<p>Students work in small groups and independently with the teacher as a facilitator.</p>	<ul style="list-style-type: none"> • 37.5 minute Morning School – Grades K – 8 • STEM Science Club Grades 6-8

Social Studies	Students are introduced to project-based learning as they investigate topics of interest.	Students work in small groups and independently with the teacher as a facilitator.	<ul style="list-style-type: none"> • 37.5 minute Morning School – Grades K - 8
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students learn problem-solving strategies and ways of coping with stress	Counselors work with students one –on-one and in small groups	<ul style="list-style-type: none"> • 37.5 minute Morning School – Grades K - 8

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

6. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. 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.
School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

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"> • Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives • Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support • Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As an SWP school, we have combined Title I funds with other federal, State, and local resources,; funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students

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.).
The Pre-K teacher is a member of the Kindergarten Team and works collaboratively with the K teachers throughout the year. Parent workshops focus on skills students will need upon entering kindergarten. Hands-on parent workshops provide parents/guardians with CCLS aligned activities they can do at home with their children to prepare them for kindergarten.

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.
Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development has been provided to the entire staff.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

P.S. 89 – WILLIAMSBRIDGE SCHOOL

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, P.S. 89, 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;

P.S. 89's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator, Elsie Encarnacion, or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. Ms. Encarnacion 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. The following workshops and activities will be facilitated by the Parent Coordinator, PTA and school staff:

1. PTA Meetings – Monthly
2. Technology- ARIS- Jupiter Grades – November/December 2013

The following parent workshops will be facilitated by the Leadership Program throughout the year:

1. Successful Communication – Family Talk

2. Coping With Change
 3. Responding to Challenging Behaviors
 4. Keeping it Cool – Managing Conflict and Anger
 5. High School/College Search
 6. SMART Goal Setting – Prioritizing and Organizing Life
 7. Time Track – Techniques for Managing Time at Home & Work
 8. Common Cents – Financial Management
 9. Safe Streets Drug/Gang Awareness
 10. Empowerment and Motivation
- 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 20th of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
 - schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
 - translate all critical school documents and provide interpretation during meetings and events as needed;
 - conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

P.S. 89 – Williamsbridge School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 20th of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 11	Borough Bronx	School Number 89
School Name The Williamsbridge School		

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 Ralph Martinez	Assistant Principal Jared Kreiner
Coach Jaime Ciffone	Coach Avgerine Katechis
ESL Teacher Brittany Velazquez	Guidance Counselor Jane DeBlasio
Teacher/Subject Area LaRissa Kuszajewski/Math	Parent Anette Alvarado
Teacher/Subject Area Jennifer Carnovale/ELA	Parent Coordinator Brenda McFarlane
Related Service Provider Janine McCarthy	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	9	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1420	Total number of ELLs	258	ELLs as share of total student population (%)	18.17%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE	1	1	1	1	1	1	1	1	1					9
SELECT ONE														0
Total	1	0	0	0	0	9								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	258	Newcomers (ELLs receiving service 0-3 years)	163	ELL Students with Disabilities	36
SIFE	19	ELLs receiving service 4-6 years	56	Long-Term (completed 6+ years)	24

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										0
Dual Language										0
ESL	163	17	16	56	2	16	24		7	243
Total	163	17	16	56	2	16	24	0	7	243

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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	4	18	15	18	23	11	19	12	14					134
Chinese						1			1					2
Russian														0
Bengali														0
Urdu			3	2	1	2	1	1	3					13
Arabic		4	4	3	1	2	6	4	4					28
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian	2	6	6		4	6	3	3	2					32
Other				3		2	2		2					9
TOTAL	6	28	28	26	29	24	32	20	26	0	0	0	0	219

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)	2	6	2	4	6	1	5	6	2					34

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)	4	11	12	8	11	6	9	4	7					72
Advanced (A)	0	11	10	15	9	16	18	10	15					104
Total	6	28	24	27	26	23	32	20	24	0	0	0	0	210

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	12	11	2	0	25
4	22	8	1	0	31
5	16	6	1	0	23
6	16	3	0	0	19
7	18	10	0	0	28
8	14	2	1	0	17
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	14		11		3		2		30
4	18		8		4		0		30
5	19		7		4		0		30
6	18		4		0		0		22
7	21		9		0		1		31
8	10		13		1		0		24
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		8		15		0		30
8	14		9		2		0		25
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 assessment tools our school uses to assess the early literacy skills of ELLs are NYC ELA Performance Assessment, iready, DRP: Degrees of Reading Power, and Fountas and Pinell. The insights provide the language acquisition level, as well as students' knowledge and performance of decoding skills and comprehension of a variety of grade level materials. These results allow us to evaluate where our ELLs stand with regards to their English speaking peers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
An analysis of the LAB-R data that most students are at the beginner level. A close of the NYSESLAT beginning in the sixth grade tend to plateau in reading and writing at an intermediate and advanced levels of English proficiency.

An analysis of the 2013 NYS ELA assessment for the ELLs revealed the following information:

In grade 3, 0% of ELL students scored at level 3 or 4.

In grade 4, .8% of ELL students scored at level 3 or 4.

In grade 5, 0% of ELL students scored at level 3 or 4.

In grade 6, 0% of ELL students scored at level 3 or 4.

In grade 7, 0% of ELL students scored at level 3 or 4.

In grade 8, 0% of ELL students scored at level 3 or 4.

In comparing data, .6% of our current ELL students scored a level 3 or 4 as compared with 16.4% of the remaining students school-wide scoring at level 3 or 4.

A similar analysis of the 2013 NYS Mathematics assessment for the ELLs revealed the following:

In grade 3, 0% of ELL students scored at level 3 or 4.

In grade 4, 3% of ELL students scored at level 3 or 4.

In grade 5, 1.4% of ELL students scored at level 3 or 4.

In grade 6, 2.4% of ELL students scored at level 3 or 4.

In grade 7, 0% of ELL students scored at level 3 or 4.

In grade 8, 1.1% of ELL students scored at level 3 or 4.

In comparing data, 7.1% of our current ELL students scored a level 3 or 4 as compared with 14.4 of the remaining students school-wide scoring at level 3 or 4.

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](#))

Assessment data clearly indicates what is well known about language acquisition, the skills involved in speaking and listening will be acquired before the skills needed for reading and writing. Teachers of ELL students need to provide them with tools and strategies they can use to move toward proficiency in English. Content area provide scaffolded instruction using the sheltered approach to make content comprehensible and support their academic language development. Teaching students strategies such as utilizing prior knowledge, and the text features of nonfiction to support their understanding in reading is one example of helping these students succeed. Visuals, hand-on activities and rereading are all strategies that are being use to improve reading skills. The use of graphic organizers will assist students in organizing and clarifying writing.

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?

A. In comparing data on the NYS ELA, less than 1% of our current ELL students scored a level 3 or 4 as compared with 16.4% of the remaining students schoolwide scoring at level 3 or 4. Analysis of the different modalities of the NYSESLAT assessment reveals that the majority of ELL students scored at the Advanced and Proficient levels in the areas of Listening/Speaking, while less than half scored at an Advanced or Proficient level on the Reading / Writing part of the exam. In reviewing the LAB-R, it was found that the newly enrolled students are entering the educational school system with NO prior knowledge of the English language orally or in written form. However, the students that were LAB in Spanish dominated the language orally but not in written form.

B & C. Teachers and administrators use the results of the assessments in ELA and Math (including NY State Assessments, ELL Periodic Assessments, Unit tests) to identify areas to reteach and to create fluid groups within the class for small group guided reading and math instruction. Assessment data from the ELL periodic assessment is used to drive instruction within small groups during the school's title III. This provides students with targeted intervention that meet their linguistic needs and push them along the English Language continuum.

Consistently analyzing data is a focus and trend at PS 89. These assessments provide teachers and administrators the progress the ELLs throughout the school year. It addresses the needs of the students in informing us as to who is progressing and what needs to be re-taught or needs clearer modification. Our school also uses this data to create after school classes to support students in the four modalities of English proficiency.

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](#).)

To provide ELLs with a culturally responsive education with appropriate academic intervention at the varying instructional tiers, our RTI model uses assessment strategically to universally screen students and identify those who are at risk for code-based and meaning-based literacy skills. We strive to provide strong Tier 1 instruction to ELLs with a focus on explicit language instruction. At tier 2, students who have been identified at-risk are provided with academic intervention by instructional specialists and progress is monitored in six week intervals. If academic intervention services is not responding to student needs at tier 2, specialists provided targeted support at tier 3 before initial referral.

6. How do you make sure that a child's second language development is considered in instructional decisions?

The school uses data from the ELL periodic assessment, the NYSESLAT and formative assessments to inform instructional decisions. We triangulate the data to make informed decisions on how to best support our ELLs' linguistic and academic needs. In our teacher teams, we include multiple sources of data to surface gaps and provided appropriate academic intervention as needed.

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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Meeting AYP for ELLs is a school goal. Success is also measured by the growth shown on the NYSESLAT and NYS ELA and Math tests. Success is not only measured through formative assessment but also through teacher observation, student portfolios, conferencing and student self-assessment. We analyze the value-added on specific academic interventions and support services on student outcomes by noting patterns and trends in the data to note if the programs and interventions we use are having a significant impact.

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](#).)

1. When an ELL student is admitted into P.S. 89x, the ESL coordinator reviews the Home Language Information Survey to determine eligibility, as per the new regulations. An informal oral interview is given to the child in English given by the ESL coordinator, and if needed, in the child's native language (Spanish). The parent coordinator who is also the designated translation and interpretation liaison provides translation in Spanish. We have a bilingual principal and assistant principal who also support with the ELL intake process. Translated versions of the HLIS is provided to parents along with translated school brochures, etc.

Those students whose home language is other than English are given a formal assessment within 10 days of enrollment with either the LAB-R, Spanish LAB, or both by an ESL teacher or coordinator. Based upon the results of these tests, entitlement is determined, either bilingual education or ESL. All identified ELLs from grades K thru 8th are evaluated by ESL or Bilingual teachers using the NYSESLAT in all four areas: speaking, listening, reading and writing during the month of May. At P.S. 89 we ensure that all ELLs are administered the NYSESLAT annually using the reports for identification from the ATS system. The Speaking portion of the test is administered to each student individually also by an ESL teacher. By mid May, the Listening, Reading and Writing tests are administered as a group (8-10 students each) per section and per grade by an ESL teacher

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.

P.S. 89x promotes parental involvement encouraging parents to become active participants in the children's education. All parents of newly enrolled and former ELLs are invited to attend a parental workshop, given in the fall and spring and monthly parent meetings are provided, and is presented by the ESL and Parent Coordinator in which they view a video in English and then in the parent's native language explaining the programs available to them through the Department of Education. Parents are given the opportunity to learn the procedures used in the identification and placement of new ELL students in NYC public schools. The parents are notified of these meetings during registration and a letter is sent to the homes by backpack in several languages to notifying them. The family worker and attendance teacher make home visits if parents are not responding to school letters. Every effort is made to reach out to parent in order to appropriately place and honor parent choice.

During the meeting, pamphlets in the parents' native languages are distributed to further clarify the programs that are available at P.S. 89x and the DOE. Parents or guardians are also given several compliance letters in their native language (Spanish, Arabic, Albanian, Chinese, Urdu, Bengali, Korean and Punjabi) identifying their child as an ELL student and indicating the language proficiency level for the student. Following a thorough explanation of the programs, Transitional Bilingual, Dual Language and Freestanding ESL by the ESL coordinator, parents are given the opportunity to sign the appropriate entitlement letter (Appendix D) from the LAP kit indicating their program of choice, and placement is made for their child within 10 days.

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 [\[see tool kit\]](#).)

The ESL coordinator along with the ESL teachers keep an updated list making periodic adjustments to ensure that all identified ELL students have a signed an entitlement letter (Appendix D) and the placement letters and are kept on file. These files are kept in the ESL Coordinators office in a compliance binder. Entitlement letter and continued entitlement letters are distributed to families in the home language of students.

The ESL coordinator updates these list making periodic changes of all new admits making sure the program selection letter are returned. If not returned, parents will be contacted by phone and a second notice will be sent home. If no letter is returned, we attempt to have them sign and select the program of choice during Parent Teacher Conferences or during the dismissal procedure and inform them of the Parent Orientation meetings. At PS 89, 99% of the entitlement letters are returned signed and dated. Our program model is aligned with parental choice.

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.

In cases where Spanish is the dominant language, parents are presented with all of the options. However, if more than 15 students in one grade or two consecutive grades who chose bilingual as a choice and that speak the same language, PS 89 is prepared to open up a Transitional Bilingual program for those grades. At PS 89X, ESL classes are offered from K through 8. The LAB-R and NYSESLAT assessment scores are used to place identified ELLs in the appropriate ESL level of instruction. At the time of enrollment, program options are explained to parents in their native language, if needed. We record parent choice on the ELPC screen and actively monitor parent choice decisions.

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.

We use the RLER (ATS NYSESLAT eligibility report) to identify students who will take the NYSESLAT. All ESL students are administered the NYSESLAT, this includes our Special Education students. Students in grades K-8 are given the Speaking portion of the test prior to the other three modalities. Since the self-contained ESL teacher cannot administer the Speaking part to their class, another certified ESL teacher conducts this portion. The reading, writing, and listening sections are given on three separate days. The school community is notified about this test and necessary arrangements have been made to ensure that the proper testing environment allows for maximum effort and concentration. All testing modifications apply to students with disabilities.

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. [i](#)

It has been a trend at P.S. 89x that parents have chosen the Freestanding ESL program. Of all of the students identified as ELLs, a large majority of the parents chose the ESL program as opposed to Bilingual and Dual language programs. We monitor parent choice using the program selection program. Based on the program selection form, the trend that we notes is that a majority of our parents select ESL. Our ESL self-contained classes are organized as follows to accommodate our needs:

Kindergarten - 1 class, Grade 1- 1 class, Grade 2 - 1 class, Grade 3 - 1 class, Grade 4 - 1 class, Grade 5 - 1 class, Grade 6 - 1 class, Grade 7 - 1 class and Grade 8 - 1 class. Program models at P.S. 89x are aligned with parent requests. We also provide all Special Education students a push-in/pull-out program. These students will have a set schedule as to when they go into an ESL classroom to receive the mandated tailored amount of time required for his/her level of proficiency.

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])?
 - 1a. & b. The ELL program in place at P.S. 89x is composed of 9 self-contained heterogeneously grouped ESL classes across the grades as previously stated (K - 8). We also have a push-in/pull-out model for those students who are not in an ESL self contained classroom. Students in a special ed setting are serviced through the pull-out/ push-in model by a certified ESL teacher. A certified ESL teacher also services the students in which the classroom teacher is not yet fully certified. Students at the beginning and intermediate level of language proficiency receive the mandated 360 minutes per week and the students at the advanced level receive 180 minutes of ESL instruction. We also have a newcomer immersion program for students in Grades 1-8. These students have been identified as SIFE or students who are newly enrolled ELLs who tested at a beginner level in the NYC DOE.
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)?

In our self-contained ESL model, all students at the beginning and intermediate levels of language proficiency, as assessed by the LAB-R and NYSESLAT, receive two units of ESL (360 minutes) and five periods of ELA instruction per week by a certified ESL teacher. Students in the advanced level receive one unit of ESL (180 minutes) and five periods of ELA instruction per week as per CR Part 154. Our school does not offer a bilingual program.
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.

Content areas are delivered in English with classroom and enrichment teachers using ESL methodologies throughout the day. Content area teachers have been trained by the network using the SIOP or Sheltered Instruction Observation Protocol to make content comprehensible to English Learners while supporting their linguistic needs. The ESL program at P.S. 89x increases the students' English language acquisition in a non-threatening environment through listening, speaking, reading and writing activities. Some instructional strategies that the ESL teacher employ in their classrooms are the Language Experience Approach, Peer Tutoring, Cooperative Learning and Differentiated Instruction. the materials used in the ESL classes are National Geographic Language Kits and Step Inside. We do not offer a bilingual program at our school.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

At P.S. 89, we ensure that all students are evaluated in their native language. If a students did not pass the LAB-R, the Spanish LAB is administered within the 10 day period to determine eligibility. Also, students who are enrolled on a testing grade (3-8), the NYS Mathematics tests is ordered in their native language, if available. Students are able to use glosseries and dictionaries in their native language when being assessed within the school during all academic areas.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our school ensures that ELL students are evaluated appropriately in all four modalities by modifying assessments to not only meet reading and writing skills, but also how listening and speaking skill support learners to achieve higher proficiency in the reading and writing modalities. In addition, the ELL periodic assessment and the Capellini checklist allows for teachers to formatively assess students and appropriately adjust the curriculum to strategically target the needs of the ELL students and foster their English Language Acquisition.
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).

The ESL program focuses on small group instruction using reading or language proficiency levels in all content areas. Students identified as SIFE, newcomers and long-term ELLs (4-6 years) are offered placement in programs such as the ELL after-school program, morning school (37 1/2 minutes), AIS, and NYC Chancellor's SES programs at P.S.89 :BELL for 6-8 and READ for K-

1. Students identified with special needs are offered the same programs with additional services as identified in their Individualized Education Plan (IEP). Classroom paraprofessionals are placed in classes when indicated, to facilitate small group instruction.
- Small group instruction is used in every classroom across content areas. Instruction is delivered systematically and is structured to develop cognitive skills, achieve comprehensive learning and maximize students' English acquisition. Accepted ESL teaching strategies are used for all ELL students. P.S. 89 incorporates the use of departmentalized classes in grades 6, 7, and 8. Teachers on the grade will pair up, with one teacher teaching literacy while the otherone teaches mathematics or any other content. This allows for all students including ELLs to transition easily in middle school while being prepared for high school.
- Former ELLS are provided with testing accomodations for two years after they have scored proficiency on the NYSESLAT. They are also allowed to participate in the school's Title III after school program for additional academic support.
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?
- Instructional Programs and grade level materials teachers use Universal Design for Learning (UDL) approaches to enhance instruction and provide mulitple entry points into the curriculum for ELL-SWDs. We also use flexible programming to ensure the ELLs-SWDs learn in an inclusive and least restrictive classroom environment.
- Small group instruction is used in every classroom across content areas. Instruction is delivered systematically and is structured to develop cognitive skills, achieve comprehensive learning and maximize students' English acquisition. Accepted ESL teaching strategies are used for all ELL students.
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?
- P.S. 89 use curricular, instructional and scheduling to meet the diverse needs of ELL-SWD by providing small group instruction, differentiating and using ESL strategies to enhance students' learning. Students with disabilities are mainstreamed into an ESL class for specific periods of the day to receive the mandated units if instruction as per their NYSESLAT scores.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

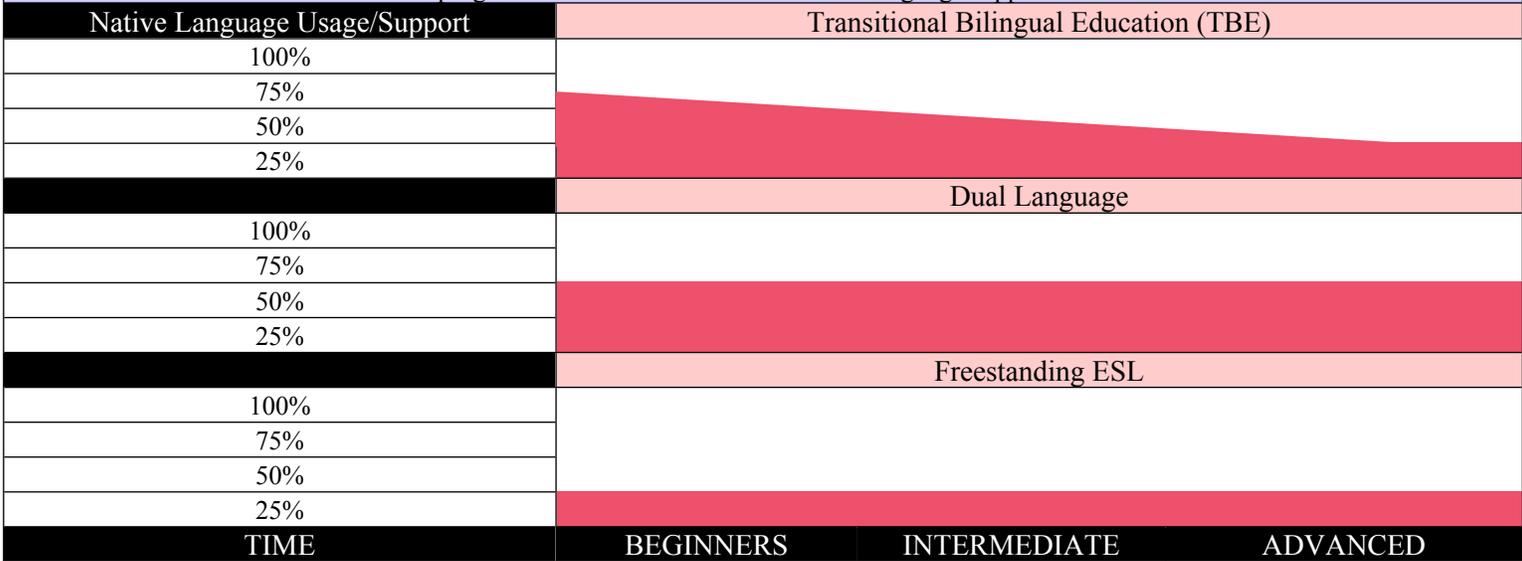
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

The following intervention programs are offered for ELL students : Morning program (37 1/2 minutes), ELL academy, Saturday Test Prep in ELA, Math, and Science, SETTS, Newcomer Immersion Program, Project BOOST, Spaulding, Achieve 3000 and SES programs (READ and BELL). All students in grades 4-8 also participate in clubs of their choice (Visual Arts, Sport, Drums, Drama and Technology), through our Century 21 grant. Students at varying English language proficiency also receive targeted intervention during title III. We provided native language support as needed using bilingual glossaries and translated/adapted texts.

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

The most recent AMAO results, indicate that we met AMAO 2. In an effort to make progress in AMAO 1, we have utilized a number of key scaffolding strategies and formative assessments. Since almost 60% of our ELL population has been here less than three years, we have created a Newcomer Immersion Program. 10% of our ELL students are long term ELLs. We have made an effort to target this group of students in our ESL After-school class, as well as in Saturday School, and Morning School Instruction. We use formative and summative assessment data to progress monitor second language acquisition and provided targeted academic support.

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

This year we began a Newcomer Immersion Class that will target any ELL who has tested at a beginner level on the LAB-R, and any SIFE students. Students will be formed into two major learning clusters, Grades 1-4 and Grades 5-8. Students will be serviced through a Pull-Out program.

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

Due to the large population of ELLs at P.S. 89X, we do not foresee that ANY program or service will be discontinued.

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

At P.S. 89x, all students identified as English Language Learners can participate in programs offered to students at their grade level including after-school programs, special assemblies, trips and any other activity offered. They are not excluded from any programs offered at PS 89. These programs are offered to ALL students (SWD, ELLs, Monolingual PreK -8). We invite the students and explain these programs to them through an orientation, letters sent home describing the program in different languages and phone calls.

All ELL students actively participate in the programs as mentioned: Project BOOST, Spaulding, Achieve 3000 and SES programs (READ and BELL). All students in grades 4-8 also participate in clubs of their choice (Visual Arts, Sport, Drums, Drama and Technology), through our Century 21 grant.

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

Instructional materials used at P.S. 89x are Computers, SMARTBOARDS, ipads, laptops, textbooks, workbooks, dictionaries in the student's native language, thesaurus, novels (when possible in native language). Leveled libraries are used to support instruction and allow for differentiated learning for the ELLs. P.S. 89 has also installed the Panasonic audio surround system throughout several of the classrooms in the school building. In the content areas, ELL are provided with manipulatives and realia to make the content accessible to them. The ELL instructional program is dovetailed with technology programs such as Brain POP, Discovery Streaming videos and teacher tube to enhance content-area instruction and ensure multiple entry points into the curriculum.

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

Native language support is delivered in the self contained ESL program, through the use of dictionaries in the native language, novels and when possible, oral translation by either a "buddy" student or the teacher.

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

At P.S. 89x all required support services, materials and resources correspond to the ELLs ages and grade levels. In each classroom there are leveled books to meet the needs of the students (Beginners - Proficient). We also provide students, especially new admits, with a desktop dictionary in their native language for clarification during the lessons.

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.

Before the beginning of the school year, newly enrolled Kindergarten ELLs are invited to a Cookie Hello facilitated by our kindergarten teachers. Also, newly enrolled ELLs who have been identified as beginner level ELLs will be serviced through out newcomer immersion program.

18. What language electives are offered to ELLs?

Currently, PS 89X does not offer language electives.

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)?

N/A

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.

1.and 2 At P.S. 89x, we provide all ESL, monolingual, and support staff such as: paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech teachers, secretaries, and parent coordinator with ongoing opportunities to attend both on-site and off-site workshops which reflect current theory based learning practices used for ESL instruction. All school personnel are provided with professional development monthly during faculty conferences and teacher team meetings.

Providing teachers with effective learning opportunities is the key to increasing student performance. As a result of these workshops, teachers have adopted many of the learning models that support achievement for our ELL population. They are encouraged to work collaboratively in developing and refining their instructional skills. Grade conferences, Vertical and Horizontal meetings keep staff members abreast of ongoing changes in the Language Allocation Policy document. These workshops are provided by our principal, assistant principal, team leaders, ELA and MATH staff developers, coaches, ELL specialists, and Literacy Support consultants. Some topics that will be addresses are: Overview of the ESL Program , LAP document, Use of assessments for the ELLs, Data Driven Instruction (NYSESLAT), Writer's Workshop, NYSESLAT and LAB-R, Common Core State Standards. In addition, during our Title III program, we offer workshops to parents. Some topics could be, but are not limited to Testing Accomidations for ELLs, How to Help Your Child be Successful on State tests, and Identifying your child as an ELL and placing your student into a program of your choice.

3. Professional Development is provided to all staff keeping them abreast of changes in state regulations for the ELLs. During the month of June, teachers and administrators meet to discuss the incoming students and how they can collaborate to ease the children's transition from one grade to another. They meet to discuss placement, special needs and status of any evaluation that is pending. According to the New York State recommendations, our students may remain in an ESL class for three years. Once proficiency is achieved, students may remain for an additional two years as transitional students. Students are then moved into monolingual classes the following year and may receive services through our Title I program, if needed.

Guidance counselors are also involved in all professional development opportunities and are released to attend outside workshops provided by the Office of English Language Learners. All staff including the guidance counselors participate in a summer ELL institute to support them in addressing the social/emotional and academic needs of students.

4. P.S. 89x will continue to provide ongoing professional development for all teachers to attain the 7.5 hours of ELL training either in-house or off site when offered, as mandated by the Jose P. legislation. Teachers will have the opportunity to attend workshops such as: Q-Tel, NYSABE, NYSTESOL, and CEI Education Consortium . We keep a record of teacher participation in network and OELL professional development in a compliance binder which is stored in a secure location. Teachers attending workshops also keep an ongoing log of the hours of professional development as this is required with the new certification teaching requirments..

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?
 1. The Parent Coordinator and ESL Coordinator of P.S. 89x provide on going workshops for ELL parents to attend. Workshop topics include Parent Orientation for ELLs, Test Taking Strategies, Eating Disorders, and Community Involvement. During all the events, translators are available to assist parents of ELLs with any language challenges. Letters are sent home to parents informing them of the availability of translators during the parent teacher conferences and monthly workshops given at P.S. 89x.
 2. Jacobi Hospital and the Bronx Lebanon Hospital provide counseling to ELL students and their parents, if needed. ELL Parents also receive ESL classes from the Adult Learning Center to support them with learning English and helping their children with homework.
 3. At P.S. 89x, parental needs are evaluated through surveys given by the Parent Coordinator and the PTA. This information is used to plan and organize workshops which best meet the needs of our ELL population. We also have monthly ESL parent meetings and an open door policy exists in our school to ensure that parents' voice is heard.
 4. Parent workshops are conducted to provide them with information and materials they need to assist them in guiding their children's education. Students and families are referred to appropriate outside agencies, if needed. We also offer ESL classes to the parents of our students. Some of the pd topics include:
 1. Filling out High School Applications
 2. Common Core Learning Shifts
 3. How to access and use Jupiter Grades to track student progress
 4. Preparing for the NYSESLAT
 5. Support ELA and Math Instruction at home.

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.

At P.S. 89x, it has been a proud accomplishment of our ELL program and its students that over the past years either the Valedictorian or Salutatorian for our eighth grade graduation has been an ELL or a former ELL student. We are committed to the principle that every student deserves a high quality education in a safe and supportive environment. Our program for the ELLs had been designed to reflect our shared commitment, along with our parents, to educate our youngsters, excite them about learning and shape them into contributing members of our society.

Part VI: LAP Assurances

School Name: The Williamsbridge School

School DBN: 11X089

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ralph Martinez	Principal		11/15/13
Jared Kreiner	Assistant Principal		11/15/13
Brenda McFarlane	Parent Coordinator		11/15/13
Britney Velazquez	ESL Teacher		11/15/13
Anette Alvarado	Parent		11/15/13
LaRissa Kuszajewski/Math	Teacher/Subject Area		11/15/13
Jennifer Carnovale/ELA	Teacher/Subject Area		11/15/13
Jaime Ciffone	Coach		11/15/13
Avgerine Katechis	Coach		11/15/13
Jane DeBlasio	Guidance Counselor		11/15/13
	Network Leader		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: **11X089** School Name: **89**

Cluster: **5** Network: **532**

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.

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

1. Parents fill out the school's Learning Environment Survey and are supported in this through the interpretation and translation services of the Parent Coordinator and other bilingual members of the staff.
2. The increase in the number of students and families that are Arabic, Albanian and Spanish-Speaking such as the newly admitted ELLs are clear indicators of the need for translation and interpretation services in multiple languages.
4. The school maintains a record of the primary language of each student and this information is maintained in ATS and on the students' emergency card.
5. As part of the school's CEP planning with the School Leadership Team, the school addresses the language assistance needs, including: regular and timely provision of translated documents through either existing resources or the Translation and Interpretation Unit, timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education; how it will provide those needs, the budgetary and staffing resources it is devoting to fulfill those needs, compliance with the notification requirements in Section VII of Chancellors' Regulation A-663.

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.

The large percentage of students from Spanish, Albanian and Arabic speaking households indicates to us that there is a great need to provide language assistance (translation and interpretation services) in order to help our families feel comfortable and so that they will actively be involved in our school life. We use data from the Home Language Survey and ATS reports to determine the school's written translation and oral interpretation needs. These findings are reported to the school community through Parent Association Meetings and School Leadership Team Meetings.

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.

The school provides the following translation services:

All appropriate language versions of Department of Education documents which are distributed or electronically communicated to all including, but not limited to: registration, application, Home Language Identification Survey, standards and performance, conduct, safety, and discipline; special education and related services; and transfers and discharges. All school documents related to Student Specific Issues including but not limited to students': Health, safety, legal or disciplinary matters, and placement in any Special Education, English Language Learner or non-standard academic program. All school documents related to school meetings, events, news and announcements.

Written translation services are provided by in-house personnel, such as Parent Coordinator, bilingual personnel and the administrative staff. There are funds allocated that we use for translation services provided by the Department of Education Translation Services Unit.

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 provided by in-house personnel, such as Parent Coordinator, bilingual secretaries, bilingual personnel and the administrative staff. All Parent Workshops provide a bilingual staff member to translate throughout the session. Bilingual personnel, including Parent Coordinator, are available during all Open School Parent-Teacher Conferences. All Open Houses and Orientation Sessions for families provide for bilingual translation and interpretation.

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>.

The School will fulfill Section VII of Chancellor's Regulation A-663 by:

providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will obtain translated versions of this document, in the covered languages, through <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/default.htm>.

B. The School posts a sign in each of the most prominent covered languages, indicating the availability of interpretation services. A list of staff members who are able to assist with interpretation and translation is available to all staff, including the school's safety officers. We will obtain such translated signs, in the covered language through <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

C. The School's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

D. When more than 10% of the children at the school speak a primary language that is neither English nor a covered language, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

E. The School will inform parents of the Department's website which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. 89	DBN: 11X089
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 75
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 checked="" type="checkbox"/> 7 <input checked="" 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: 5
of certified ESL/Bilingual teachers: 4
of content area teachers: 1

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 89 will implement an after-school program which will combine academic interventions in both ELA and Math for our current ELL students, as well as our former ELLs who are entitled to the two year transitional extension of time services. Staffing for this program will consist of four certified Bilingual or ESL teachers and one content area teacher. It will serve approximately 75 ELLs, which includes SIFE students, as well as Transitional Students from grades 3-8. This program will run for approximately 24 weeks, meeting twice a week on Tuesdays and Thursdays beginning on November 27, 2012. Our instructional time will be devoted to instruction in the core curriculum areas. Our instructional model will be conducted in English and will consist of small group instruction, guided practice using ESL strategies and methodologies, as well as using technology to support instruction in mathematics, science, social studies and ELA. Differentiated instruction, using the four disciplines of language acquisition (listening, speaking, reading and writing), will be utilized to allow students to move forward attaining English language proficiency according to state standards. Students will be selected based on data from the AMAO Report. Targeted groups of students will include: Long-term ELLs, ELLs who scored at or below 25th growth percentile at Level 1 or 2 in ELA and Math, SIFE students, ELLs with an at-risk level 3 or greater and Transitional students.

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:

Public School 89 will continue to provide ongoing professional development for teachers. These PD opportunities will be open to ESL teachers and supervisors and will be open to content area teachers in an effort to improve teacher effectiveness in ELL instruction. Professional Development will include workshops from NYSABE, NYTESOL, ELL support workshops offered by the Office of English Language Learners, and ELL support from our network, CFN 532/CEI-PEA. These workshops will keep staff informed of current policies, ESL instructional models and activities that will help improve teaching practices for our ELL population. All professional development sessions will take place monthly on

Part C: Professional Development

Monday mornings during 37.5 planning sessions from 7:50 a.m. to 8:37 a.m. Workshops will be conducted by the ELL lead teacher with support of external consultants such as National Geographic and Luis Quan/ELL Achievement Coach. Additional in-house professional development will focus on the LAP(Language Allocation Policy), using data from the Periodic Assessments to drive our instruction and modeling best practices.

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:

Public School 89’s Title III Parent Involvement Plan is designed to provide parents with the opportunity to participate in workshops and meetings that will focus on providing them with strategies to enhance their child’s linguistic and academic development. These workshops will be provided by a certified ESL or bilingual teacher along with the parent coordinator, during the course of the Title III after-school program. The workshops will be given three times during the duration of the Title III program. Each workshop will run for approximately one hour each. Some of the topics to be addressed include: Meeting the Academic Needs of your Child, Test Taking Strategies for ELLs and Classes on how to use Jupiter Grades, our school’s online grading system, i-ready and ARIS. Parents will be notified of the workshops offered by a letter sent home in various languages.

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 		

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.
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)	\$63.60	The following educational software will be purchased to support the instructional needs of our ELL students: NYSESLAT Audio CDs for Grades 3-8 from Continental Press
Travel	0	No monies will be devoted for travel
Other	0	
TOTAL	31,732	