

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** CYPRESS HILLS COMMUNITY SCHOOL 89

**DBN (i.e. 01M001):** 19K089

**Principal:** IRENE LEON

**Principal Email:** ILEON@SCHOOLS.NYC.GOV

**Superintendent:** JOYCE STALLINGS-HARTE

**Network Leader:** LYNETTE GUASTAFERRO

**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
Irene Leon	*Principal or Designee	
Rafael Castillo	*UFT Chapter Leader or Designee	
Sandra Trinidad	*PA/PTA President or Designated Co-President	
Maria Jaya	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Michelle Neugebauer	CBO Representative, if applicable	
Aurora Flores	Member/ Parent	
Aurora Peres	Member/ Parent	
Anastacia Cruz	Member/ Parent	
Maria Mediavilla	Member/ Parent	
Sara Siddappa	Member/ CSA Representative	
Irma O’Neill	Member/ Teacher	
Neysha Colon	Member/ Teacher	
Ruth Reynoso	Member/ Teacher	
	Member/ Teacher	
Erica Oquendo	Member/ CBO Representative	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, PS 89 will adapt the common core curricula materials to ensure that they are aligned to the Common Core Learning Standards (CCLS) and meet all students' needs. This will be accomplished by developing a common set of expectations for how curriculum should be adapted so that all learners have equal access.

### **Comprehensive Needs Assessment**

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

During SY 2013-2014, 11% of students achieved proficiency in ELA. In math, 13% of students achieved proficiency. This is an increase of 4% in both ELA and math. In order to continue to improve student performance on the NYS Exams and support students in meeting the rigorous new Common Core Learning Standards, teachers need to be trained in the use of the new common core curriculum materials. Professional development will include the alignment of the instructional materials to the Common Core standards so as to ensure that all students are being taught and assessed on what they are expected to learn and know. In addition, teachers will be supported in planning for multiple access points so that all students participate in a rigorous learning experience.

### **Instructional Strategies/Activities**

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

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

Classroom observations conducted by administrators, consultants, and coaches will serve to triangulate the teaching-learning-assessment cycle, indicating how well and to what extent the intended core curriculum unit of study is being supported through classroom activities. In response to the observation feedback, all teachers will participate in at least one follow-up professional development experience: observation protocol; self-assessment through videotaping; cycles of support.

Based on observations and feedback, teachers will participate in the following professional development opportunities that will support improved practice:

1. **Observation Protocol:** a peer-observation process where teachers observe one another in their classrooms, then meet individually and in groups to offer feedback as a way to improve teaching practice and student achievement.
2. **Self-Assessment through Videotaping:** a self-observation process where teachers videotape a lesson based on a reflection focus and utilize a checklist and/or guiding framework to facilitate the self-assessment process. Teachers reflect on videos with the support of a coach/consultant.
3. **Cycles of Support:** a 3 – 4 week professional development process in which teachers collaboratively plan and implement lessons with the support of a coach/consultant. Teacher and consultant set clear instructional goals and monitor progress toward the goal through meetings and informal observations.

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

1. Monday professional development sessions will prioritize school teams working together to develop a common understanding of what rigor and planning for cognitive engagement looks like in the school community, with special attention being paid to English Language Learners and students with special needs. Monday professional development sessions are part of the UFT Contract.

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

1. Cycles of support will include targeted feedback that will be aligned to the Danielson Framework. Improvement in the use of these tools will be based on measurable improvement on the Danielson Framework, Domain 1 & Domain 3.

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

1. On-going from September 2014 through June 2015

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

1. Additional funding for this activity is not required. NYSTL funds support the purchasing of Common Core Curriculum materials.

### **Strategies to Increase Parental Involvement**

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

PS 89 will introduce the Common Core and planned assessment changes to families. We will present the changes they should see in their child's classroom and homework and host Curriculum Nights focused on the adjustments made in curriculum, assessment and instruction.

### **Budget and Resource Alignment**

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

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

N/A

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

By June 2015, PS 89 will develop a cohesive school-wide instructional focus on Danielson's Framework for Teaching, Component 3b: Using Questioning and Discussion Techniques. This will be reflected in the school's professional development plans, observation and feedback cycle and communication with families.

### **Comprehensive Needs Assessment**

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

Classroom observation data from SY 2013-2014, demonstrated that Danielson's Framework for Teaching, Component 3b: Using Questioning and Discussion was consistently evaluated within the developing range. Furthermore, as a school with 50% of students identified as English Language Learners, the development of oral language is critical for our student's academic success. Oral language is the foundation for reading and writing.

### **Instructional Strategies/Activities**

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

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

2. Provide trainings for the development of Academic Conversations.
3. Provide opportunities for staff to collaboratively build a school-wide understanding of the components of Danielson's Framework for Teaching, Component 3b: Using Questioning.
4. Provide support to teachers through frequent classroom visits, actionable feedback, coaching and professional development aligned to Danielson's Framework for Teaching and the Common Core Standards.
5. Support teachers and teacher teams in planning lessons, strengthening teaching practices and looking at student work for evidence of academic vocabulary.
6. Review evidence of teacher effectiveness, including student work and teacher practice aligned to the Danielson's Framework for Teaching.

#### **7. Key personnel and other resources used to implement each strategy/activity**

- Coaches are dedicated to supporting teachers in improving their teaching practice.

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

1. The greatest indicator of progress will be a teacher shift in practice from ineffective or developing to effective and highly effective, as observed through classroom observations over the course of the school year, and, as documented in the ADVANCE online system.
2. School leaders will review evidence of teacher effectiveness and identify measurable improvements along Domains 2 & 3 of the Danielson Framework for Teaching
3. Teachers will reflect on their work and identify areas of growth and actively pursue opportunities to participate in their own professional development.

#### **9. Timeline for implementation and completion including start and end dates**

1. On-going from September 2014 through June 2015

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

1. Plan for both short-term and sustained professional learning experiences that connect to school needs.
2. Engage teacher leaders to support the school's instructional agenda.
3. Align supervisory practices to the new teacher evaluation and development system.
4. Schedule common planning time for teachers to work with peers and coaches to achieve both rigor and access for all students.

### **Strategies to Increase Parental Involvement**

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

PS 89 will ensure families are aware of the common core standards and how they can support their children in rising to this new challenge with a focus on understanding the classroom structures and assessment practices.

### **Budget and Resource Alignment**

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

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

N/A



### Goal and Action Plan #3

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

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 By June 2015, PS 89 will build the capacity of teachers to share their strong practices with each other and with other schools through the Learning Partners Program Initiative.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 During SY 2013-2014, 11% of students achieved proficiency in ELA. In math, 13% of students achieved proficiency. Although this is a 4% increase over the previous year's data, there is still a need for the school to explore effective practices for addressing the needs of English Language Learners. As a host school, PS 89's learning focus area is effective practices in supporting English Language Learners and Students with Special Needs. Through the Learning Partner's Program, we will support the partner schools in exploring and integrating promising structures, systems and strategies while strengthening our own knowledge in order to improve student outcomes for this targeted population.

#### **Instructional Strategies/Activities**

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
2. PS 89 will plan and host 5 full day school visits focused on the learning focus area.
3. Participate in 3 half day visits to each partner school.
4. Support teachers and teacher teams in building their capacity to share promising structures, systems and strategies for addressing the needs of English Language Learners and Students with Special Needs.
5. Document and share promising practices
- 6. Key personnel and other resources used to implement each strategy/activity**
1. Monthly after school planning meetings to develop school visits and learning activities.
2. Document promising practices and collect feedback.
3. Supporting teacher growth through the sharing of strong practices.
- 7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Build the capacity of teachers to share their strong practices.
2. Support partner schools in learning systems, structures, and strategies related to the learning focus area.
- 8. Timeline for implementation and completion including start and end dates**
1. On-going September 2014 through June 2015
- 9. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Coordinate the distribution of funds for the purchasing of professional development books, per diem and per session support.

#### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).  
 The Learning Partners Program team members will present to School Leadership Team the progress of 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	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.  
 Learning Partners Grant funds \$15,000 that will supplement per session and per diem work around the Learning Focus Area, as well as, funding to develop a school-based Model Teacher Program.

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

By June 2015, PS 89 will strengthen systems for sharing student progress with families so as to increase their awareness and understanding of the school-wide instructional focus. This will be reflected in the expansion of the “Padres Comprometidos” curriculum to include school-based practices.

### **Comprehensive Needs Assessment**

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

50% of the school population is classified as English Language Learners. In addition, 87 % of the population receives free and reduced lunch. It is critical that we support our families in understanding the demands of the new curriculum so that we may work as partners in meeting the academic and social-emotional needs of the children. To support students academically in and out of school, administrators, teachers, and families must have a shared understanding of each child’s learning.

### **Instructional Strategies/Activities**

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
2. Host an Open School Night in September.
3. Host Curriculum Family Nights where families can learn about the Common Core standards and the skills students should master by the end of their current grade.
4. Provide teachers with information about best practices to conduct effective conferences with families.
5. Help families access data about their children’s attendance and performance within ARIS Parent Link and Engrade.
- 6. Key personnel and other resources used to implement each strategy/activity**
- School based coaches will provide professional development around effective ways to communicate with families and how to engage families in conversations around supporting children at home in their learning
- 7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Prioritize student led parent conferences for the 7<sup>th</sup> and 8<sup>th</sup> grade students twice a year.
- 8. Timeline for implementation and completion including start and end dates**
1. Open House (September, 2014); Parent Teacher Conference (November, 2014 & March 2015); Curriculum Family Nights (January, 2015, March 2015 & May, 2015)
- 9. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Per session for teachers to facilitate Curriculum Family Nights.
2. Professional Development time focused on effective communication with families.

### **Strategies to Increase Parental Involvement**

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

Parent Coordinator and Parent Co-Director will collaboratively work together to ensure families feel welcomed and actively engage them in participating in the life of the school through volunteering efforts; participating in school-wide celebrations; and engaging in workshops.

### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- 2.**
- 3. Key personnel and other resources used to implement each strategy/activity**
- 1.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 5. Timeline for implementation and completion including start and end dates**
- 1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

N/A

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Conferencing</li> <li>• Estrellitas</li> <li>• Wilson Reading Program</li> <li>• Interactive writing</li> </ul>	Small Group	During the school day and after school
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Coaching groups</li> <li>• Conferencing</li> <li>• Video tutorials</li> </ul>	Small Group	During the school day and after school
<b>Science</b>	<ul style="list-style-type: none"> <li>• Labs</li> <li>• Scaffolds</li> <li>• Graphic Organizers</li> </ul>	Small Group	During the school day and after school
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Scaffolds</li> <li>• Graphic Organizers</li> <li>• Document based questions</li> </ul>	Small Group	During the school day and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• Health</li> <li>• Anger Management</li> <li>• Service Learning</li> <li>• Peer Mediation</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one</li> </ul>	During the school day

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

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

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

**Title I Status**

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

**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.
<p>P.S. 89 will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers and paraprofessionals. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, the common core learning standards and the new system of teacher evaluation and development.</p> <p>Professional development for staff will be coordinated by a Professional Development Team, which includes the Principal and Coaches. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.</p> <p>P.S. 89 will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms. This includes outreach to Universities and the Office of Recruitment.</p>

**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).
<p>As mentioned previously, classroom observations conducted by administrators, consultants, and coaches will serve to triangulate the teaching-learning-assessment cycle, indicating how well and to what extent the teachers are implementing units of study that are aligned to the common core learning standards.</p> <p>Based on observations and feedback, teachers will participate in the following professional development opportunities that will support improved practice:</p> <ol style="list-style-type: none"> <li>1. <u>Observation Protocol</u>: a peer-observation process where teachers observe one another in their classrooms, then meet individually and in groups to offer feedback as a way to improve teaching practice and student achievement.</li> <li>2. <u>Self-Assessment through Videotaping</u>: a self-observation process where teachers videotape a lesson based on a reflection focus and utilize a checklist and/or guiding framework to facilitate the self-assessment process. Teachers reflect on videos with the support of a coach/consultant.</li> <li>3. <u>Cycles of Support</u>: a 3 – 4 week professional development process in which teachers collaboratively plan and implement lessons with the support of a coach/consultant. Teacher and consultant set clear instructional goals and monitor progress toward the goal through meetings and informal observations.</li> </ol> <p>In addition, the Monday Professional Development block will be utilized to align the instructional materials to the Common Core standards so as to ensure that all students are being taught and assessed on what they are expected to learn and know. During these sessions, teachers will collaboratively a) analyze student data; and b) use a backwards design framework to craft an outline for how lessons will unfold.</p>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
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The coordination and the integration of Federal, State and local funds will be prioritized as follows:

**Direct Instruction:** In partnership with the Cypress Hills Local Development Corporation (CHLDC), our partner CBO, the school provides enrichment and instruction, including the implementation of a social emotional learning curriculum, to over 300 students until 5:30pm. Funding to support the after school program is focused on academic enrichment in the following areas: language development, academic achievement in math and ELA. Furthermore, ensuring reduced class-size and/or push-in services is a school priority.

**High quality professional development:** Professional development must be of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom. Therefore, the school's priority is to ensure school-based support that has a direct impact on student achievement, such as content area coaches, lead teachers and frequent observations with targeted feedback.

**Parent Engagement:** by providing a variety of activities and frequent opportunities to fully involve families meaningfully, parents will be able to actively support their child's learning and development.

### **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.).

In order to enhance communication and cooperation between preschool teachers and kindergarten teachers so that they can help young children more easily adapt to the differing environments in which they will develop and learn, we will implement the following protocols:

- Collaborate with families to prepare for changes in roles/routines, advocacy, and understanding;
- Assist with preparing each child to perform needed skills;
- Evaluate in order to support planning of child's needs in the next setting; and
- Develop a portfolio of the child's work to share with the new teacher

#### **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.

As a dual language school with a large population of English Language Learners (50%) and an increasing population of students with IEP's (16%), it is critical that we provide different pathways for academic success so that students may demonstrate their understandings. It has been our experience that performance tasks that collect specific data against important criteria need to be more frequent if we are to better understand student's comprehension and processing of content. For several years, assessment tools at the school have been designed and revised to enable teachers to gather data that demonstrates the acquisition of higher-order skills. As well as serving a formative purpose, data from these assessments are gathered with an eye on student progress.

Monday Professional Development block, weekly common planning periods across grade-level teams as well as monthly grade cluster team meetings facilitate ongoing development of performance tasks and related documentation of next instructional steps. In addition, after-school working sessions, before and after each performance task administration, allows common planning time for anticipating conferencing questions, preparing conference schedules, then scoring student work, and planning follow up lessons and student groups. During these meetings, teachers engage with peers, coaches and consultant to analyze individual and class data to identify misconceptions and trends. Information drawn from the data is used to inform differentiation in classrooms, in particular identification of cohort needs and student groupings. Data from performance tasks and conferences provide rich information. They have a significant impact on instructional practices, and provide the basis for current and future professional development initiatives. All data informs whole school intervention, such as extended day groupings and pull-outs.

### **TA Schools Only**

#### **Use of Program Resources**

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

N/A

#### **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).

N/A

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## **Parent Involvement Policy (PIP)**

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

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

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

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

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

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## II. Parent/Guardian Responsibilities:

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

## III. Student Responsibilities:

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

**DBN: 19K089**

### **4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$382,198.41	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$27,885.00	X	See action plan
Title III, Part A	Federal	\$24,076.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,846,344.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Cypress Hills Community School</u>	DBN: <u>19K089</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>194</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

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

6   7   8   9   10   11   12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 4  
# of content area teachers: 0

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: During the school day 2 bilingual certified teachers provide small group instruction to At Risk students in 4th grade, 5th grade and middle school. Many of these students are newcomer ELLs who receive instruction in their native language. 8 Bilingual certified teachers also provide small group instruction as part of a tutoring program in after school. Instruction is in English or Spanish depending on the needs of each group.

In addition, students enrolled in the Learning Center after school program receive learning labs with a bilingual certified teacher twice a week. During learning labs, students have access to computers to complete assignments as well as use programs to supplement classroom instruction. These programs include RAZ kids for literacy instruction in kindergarten through 2nd grade, ABC Mouse for math and literacy instruction in kindergarten and 1st grade and BrainPOP for science instruction in kindergarten through 3rd grade. Middle school students participate in career planning and research activities. Students in sixth through eighth grade also participate in literacy enrichment activities such as Yearbook and Loop & Listen (where students listen to and discuss audiobooks) once a week. 3 Bilingual Teachers and 1 ESL certified teacher run these programs which begin in October and continue until June. A bilingual certified teacher runs a program using iPads to engage reluctant readers during library periods and as part of the Learning Center after school program.

**Part C: Professional Development**

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

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

Begin description here:

Coaches and consultants provide professional development that supports the school-wide goal of examining instructional strategies that support differentiated instruction for English Language Learners. The school-wide instructional focus is on developing academic vocabulary in all content areas. The support provided by coaches includes co-planning, focused inter-visitations, modeling and consistent observation of student development. All teachers in kindergarten through 8th grade receive

### Part C: Professional Development

professional development focused on developing academic language during the Monday Professional Development block. Additional professional development on this topic has also been provided to several teachers. The 8th grade Humanities teacher and ESL teacher attend a series of workshops on Developing Academic Language with the SIOP Model. Other teachers will attend a series of workshops at Fordham University on Integrating Information Text in the ESL/Bilingual Classroom. Teachers will also receive professional development focused on the New York State Bilingual Common Core Initiative.

### 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: Cypress Hills Community School offers multiple parent engagement activities . targeted towards parents of ELLs through programs such as Padres Comprometidos , Urban Advantage, Wellness in the Schools and a Physical Education Program (PEP) grant. These programs meet during school, after school and on the weekends.

The Padres Comprometidos 8-Week program trains parents who are not traditionally involved with schools to:

- Understand the United States public school system.
- Develop goals for their children to ensure they attend college.
- Understand the academic requirements for college readiness.
- Model behaviors at home that encourage and promote learning.

The school will offer the STEM at Home program during the spring. The Padres Comprometidos: STEM at Home program aims to promote parent education and engagement around the STEM standards for student success. Through the six-week program, parents will develop a greater understanding of the benefits and the academic pathway to support their child’s interest in the STEM field. Additionally, parents will:

- Demonstrate increased support and raised academic expectations
- Become empowered through small-group instruction, hands-on activities, role-playing, problem solving of real life situations, discussions, and honest dialogue
- Gain access in a learning environment that is meaningful to Latino parents

Parents learn about nutrition through a partnership with Wellness in the Schools and Cornell University. The school also host Family Fitness Nights through a PEP grant. Families may participate in Urban Advantage field trips

All workshops are conducted in English and Spanish. The school’s Parent Coordinator, who is bilingual, reaches out to parents to communicate about school events and ensure that parents’ needs are heard. School publications (i.e. pamphlets, newsletters, school website, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and family

**Part D: Parental Engagement Activities**

workshops. All school publications are in English and Spanish.

\_\_\_\_\_

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>089</b>
School Name <b>Cypress Hills Community School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Irene Leon</b>	Assistant Principal <b>Sara Siddappa</b>
Coach <b>Berky Lugo Salcedo</b>	Coach <b>Ines Ellis Guardiola</b>
ESL Teacher <b>Christine Lee</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>29</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>10</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>428</b>	Total number of ELLs	<b>208</b>	ELLs as share of total student population (%)	<b>48.60%</b>
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)	2	2	2	2	2	2	3	3	3					21
<b>Freestanding ESL</b>														
Pull-out								1	1					2
SELECT ONE														0
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	206	Newcomers (ELLs receiving service 0-3 years)	135	ELL Students with Disabilities	52
SIFE	27	ELLs receiving service 4-6 years	51	Long-Term (completed 6+ years)	22

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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language	135	25	15	51	2	25	22	0	12	208	
ESL										0	

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
<b>Total</b>	<b>135</b>	<b>25</b>	<b>15</b>	<b>51</b>	<b>2</b>	<b>25</b>	<b>22</b>	<b>0</b>	<b>12</b>	<b>208</b>
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
<b>TOTAL</b>	<b>0</b>													

\*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	
	ELL	EP	ELL	EP																
Spanish	16	25	18	25	14	29	19	18	21	18	25	15	41	28	26	34	28	28	208	220
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>16</b>	<b>25</b>	<b>18</b>	<b>25</b>	<b>14</b>	<b>29</b>	<b>19</b>	<b>18</b>	<b>21</b>	<b>18</b>	<b>25</b>	<b>15</b>	<b>41</b>	<b>28</b>	<b>26</b>	<b>34</b>	<b>28</b>	<b>28</b>	<b>208</b>	<b>220</b>

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: <u>0</u>	
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								9	9					18
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>9</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	2	1	5	2	7	9	6	11					47
Intermediate(I)	3	8	5	4	9	9	11	9	8					66
Advanced (A)	9	8	8	10	10	9	18	13	9					94
Total	<b>16</b>	<b>18</b>	<b>14</b>	<b>19</b>	<b>21</b>	<b>25</b>	<b>38</b>	<b>28</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>207</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	15	5	0	0	20
5	16	4	0	0	20
6	29	2	0	0	31
7	20	3	0	0	23
8	17	3	0	0	20
NYSAA Bilingual (SWD)	0	0	0	5	5

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	0	15	0	6	0	0	0	0	21
5	0	19	0	2	0	1	0	0	22
6	4	27	0	4	0	1	0	0	36
7	0	12	0	11	0	1	0	0	24
8	0	20	0	3	0	0	0	0	23
NYSAA Bilingual (SWD)	0	0	0	0	0	2	0	3	5

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	4	0	6	0	11	0	1	22
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	1	1

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)	9	51	41	14	5	22	15	10
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
All students are assessed in English using the Fountas & Pinnell Benchmark Assessment System and in Spanish using the WRAP (Writing and Reading Assessment Profile) three times during the year. Students also take the Performance Series Reading assessment online. All assessment data is recorded in a Google doc that is shared with teachers, coaches and administration. Student progress is tracked

throughout the year and teachers meet with coaches in order to address particular instructional needs. The assessment results are used to create Extended Day groups. Teachers also use the data to differentiate instruction and create small groups within the classroom. Teachers regularly share reading assessments during coaching and collaborative team meetings to strategize the next instructional steps for the class and individuals.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The majority of the ELLs at PS 89 are intermediate and advanced according to LAB-R and NYSESLAT results. In Kindergarten through fourth grade 84% of ELLs scored at the intermediate and advanced level. In fifth through eighth grade 72% of ELLs scored at the intermediate and advanced levels. Many of the ELLs in 5th-8th grade are newcomers or students who entered PS 89 in sixth grade.
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](#))  
As of October 28, 2013 the RNMR report was not available.
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. All of these students are given appropriate testing modifications for ELLs, including Spanish translations of the exams. We have found that many of our recently arrived immigrant students tend to enter school with low level mathematics skills. Students receive higher scores on tests taken in their native language than tests taken in English. This is especially true for most students in Middle School since they tend to be recent arrivals.
    - b. The school has chosen to use our own literacy assessments instead of the ELL Periodic Assessments. All students are assessed in English using the Fountas & Pinnell Benchmark Assessment System and in Spanish using the WRAP (Writing and Reading Assessment Profile) three times during the year. Students also take the Performance Series Reading assessment online. All assessment data is recorded in a Google doc that is shared with teachers, coaches and administration. This assessment data is used for differentiation and small groups. Student progress is tracked throughout the year and teachers meet with instructional coaches in order to address particular instructional needs. The assessment results are used to create Extended Day groups. Teachers also use the data to differentiate instruction and create small groups within the classroom.
    - c. The school has chosen to use our own literacy assessments instead of the ELL Periodic Assessments. All students are assessed in English using the Fountas & Pinnell Benchmark Assessment System and in Spanish using the WRAP (Writing and Reading Assessment Profile) three times during the year. Students also take the Performance Series Reading assessment online. All assessment data is recorded in a Google doc that is shared with teachers, coaches and administration. PS 89 has begun to administer the ELL Periodic Assessments as of Fall 2013. The assessment data will be shared with teachers in order to monitor ELL progress throughout the year.
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](#))  
PS 89 follows the four steps outlined in the RtI model in New York City document. All ELLs are screened using the Home Language Identification Survey and LAB-R. The school also conducts literacy assessments in English using the Fountas & Pinnell Benchmark Assessment System and in Spanish using the WRAP (Writing and Reading Assessment Profile). All ELLs are part of the dual language program and therefore receive core instruction delivered by bilingual certified teachers. Reading and Math assessment data as well as classroom observations, conferencing and classroom assessments determines which students need additional targeted (Tier 2) intervention. Students receive additional ESL and native language support during small group instruction within the classroom and during Extended Day. Teachers also provide differentiated instruction and supplemental materials for these students based on their needs. Individual students who do not respond to Tier 2 interventions may be referred to the Child Study Group in order to develop Tier 3 intensive instruction plans. Child Study Group members monitor Tier 3 supports in 10 week cycles to determine whether instruction is effective or adjustments need to be made. PS 89 uses NYSESLAT data, ELL Periodic Assessments, NYS Math and NYS ELA results, and literacy assessments to determine the overall effectiveness of ELL instruction and whether any adjustments must be made to core instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?

Instruction is in English 50% of the time and Spanish 50% of the time for all ELLs and EPs. In kindergarten through fifth grade teachers alternate the language of instruction weekly. In Middle School students receive content area instruction in both English and Spanish throughout the week. Middle School students receive English Humanities/ESL and Spanish Humanities every day. Teachers use assessment data in both languages in order to plan for Guided Reading, Extended Day and other differentiated instruction.

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?
    - a. English Proficient students are assessed in Spanish using the WRAP three times during the year. Assessment data is used for differentiation and small groups. Student progress is tracked throughout the year and teachers meet with coaches in order to address particular student needs. Teachers also use student work, observations and conferencing to assess proficiency in the second language.
      - b. According to the 2013 ELE exams 67% of English Proficient students scored in the third and fourth quartile.
      - c. The majority of English Proficient students in fourth through eighth grade received 2s on the 2013 NYS Math and NYS ELA exams. The scores reflect the changes to the Common Core aligned state exams in 2013.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

PS 89 uses a variety of assessment data including LAB-R and NYSESLAT results and NYS Math and ELA results. All students are assessed in English using the Fountas & Pinnell Benchmark Assessment System and in Spanish using the WRAP (Writing and Reading Assessment Profile) three times during the year. Students also take the Performance Series Reading assessment online. All assessment data is recorded in a Google doc that is shared with teachers, coaches and administration. Additional performance tasks and other assessment data is also collected. All of this data is used to monitor ELLs progress and thus evaluate the success of the programs for ELLs.

## 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. PS 89 is a dual language program where all of the ELLs come from Spanish speaking families. Families complete the Home Language Identification Survey during registration. The ELL Coordinator along with the Parent Coordinator, school secretary or Co-Director assists families in completing the survey and conduct the oral interview. All forms are provided in the family's native language and all office staff speaks Spanish. The ELL Coordinator uses the Home Language Identification Survey to identify those students who are eligible for LAB-R testing. Within ten days of enrollment, the ESL Coordinator conducts an informal interview with students in English and administers the LAB-R to those students whose HLIS and informal interview indicate that they speak a language other than English. The Spanish LAB is also administered to Spanish speaking students. Students are pulled from class and administered the LAB –R in a quiet, testing environment. The LAB – R is administered individually in kindergarten through 3rd grade. Students in fourth through eighth grade may take the Listening, Reading and Writing sections with other students from their testing grade band. The Speaking section is administered individually in all grades. Each exam is hand scored and the ELL Coordinator maintains a list with all LAB-R scores.

ELL Coordinator/ESL Teacher- fully ESL certified  
speaks English and some Spanish (the rest of the school staff is bilingual and able to provide translation assistance when necessary)

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.

PS 89 has a school wide dual language program. All of the ELLs who attend the school are Spanish speakers. Every student who enrolls in the school is automatically part of the dual language program. The entire school staff is bilingual. All communication with newly admitted ELLs and their families is conducted in their native language. Our process for determining ELL program eligibility and ensuring that all families are informed of the three program models includes:

1. Parents complete the HLIS during registration.
2. The ELL Coordinator reviews HLIS .
3. The ELL Coordinator conducts informal interview with student and administers the LAB-R to all students whose HLIS and interview indicate they have a home language other than English. (within the first 10 days of enrollment)
4. Students who are eligible for ESL services based on their LAB-R score receive an Entitlement letter.
5. Parents are invited to attend a Parent Orientation conducted by the ELL Coordinator and Parent Co-Director. The meeting is conducted in Spanish. Parents watch a video in their native language that provides information on the three program choices. Parents also receive the brochure with a description of each program in their native language.
6. During the Parent Orientation parents fill in the Survey and Program selection forms. The ELL Coordinator and Parent Co-Director assist families in completing the forms. Parents who select a program other than dual language are given information for other schools in the neighborhood with TBE and ESL programs
7. Completed Program selection forms are filed in the students' cumulative folder
8. Students who do not return forms remain in the dual language program.

The initial Parent Orientation is conducted at the end of September or beginning of October. The process is the same for students registering after October, however, families meet individually with the ELL Coordinator and Parent Co-Director to watch the orientation video and complete the survey and program selection forms.

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

Entitlement letters are sent home to all students who are eligible for ESL services based on their LAB-R scores. Parents complete the Parent Survey and Program Selection forms during registration. Parents are able to watch the Parent Orientation video on a designated school computer at that time. The school's Parent Coordinator calls all parents who did not attend the Parent Orientation to make an appointment with the Parent Co -Director and ESL Coordinator to complete the forms in person. All completed Parent Survey and Program Selection forms are filed in students' cumulative record folders. Any student who does not return the Program Selection form remains in the dual language program.

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.

All students enrolled at P.S. 89 are automatically part of the school wide dual language program. Once parents are informed of the three program models they have the opportunity to send their child to a school with a different model, however, all of our parents choose to have their child remain in the dual language program. Newcomers in fifth through eighth grade receive additional ESL instruction as part of a pullout program. The ESL program for newcomers is not a separate free-standing ESL program, but is meant to supplement dual language instruction.

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.

The ELL Coordinator keeps an updated list of all ELLs in kindergarten through 8th grade. The list is updated at the beginning of the year using the RLAT report in ATS to determine each student's proficiency level based on their NYSESLAT scores and to determine if any students were proficient on the exam and no longer eligible for ESL services. This list is updated regularly throughout the year using the RADP report on ATS to determine newly admitted students and the RLAB report for LAB-R scores. The ELL Coordinator also uses the RLER report to determine NYSESLAT eligibility.

Classroom teachers in kindergarten through 8th grade, coach, SETSS teacher and self-contained Special Education teachers receive

specific training in how to administer the NYSESLAT speaking section. The training includes watching the speaking DVD, practicing the sample questions and a detailed discussion of the scoring rubric. The ELL Coordinator is responsible for planning and conducting the training as well as administering the exam to ELLs in the Middle School. The speaking section is administered individually to all ELLs in the school during the NYSESLAT Speaking testing window.

All classroom teachers are given copies of the sample NYSESLAT questions for their grade band. The teachers are encouraged to review the directions and questions with their students prior to the exam. In kindergarten through 8th grade, one teacher on each grade is responsible for proctoring the exam while the other teacher is responsible for all of the non testing students on the grade. NYSESLAT Listening, Reading and Writing exams are administered with testing conditions. Two periods are scheduled for each test. Since the NYSESLAT is untimed, students who do not finish the test in the scheduled time are moved to a quiet, separate location to complete the exam. Students with IEPs receive the appropriate testing accommodations.

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.  PS 89 is not zoned. Parents who choose to enroll their children at PS 89 have selected our school because of its dual language program. Program selection forms show that all parents have requested the dual language program. Therefore, the school's program model is directly aligned to parent requests.

## 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])?

a. PS 89 has a school wide dual language program in Spanish and English. The dual language program consists of two classes per grade in kindergarten through eighth grade. In kindergarten through fifth grade students remain with the same classroom teacher who instructs in both Spanish and English. Middle school students change teachers for Math, Science, Spanish Humanities, and English Humanities. There are two self-contained special education classes for students in sixth -eighth grade taught by bilingual certified Special Education teachers. There are also ICT classes in kindergarten through sixth grade.

b. All students are in heterogeneous, grade level classes with a mixture of ELLs and English Proficient students. The design of the dual language program in Kindergarten through fifth grade is based on a five day language cycle. Students switch the language of instruction every five days. Students in 6th, 7th and 8th grades receive both English and Spanish instruction in Science, Math and Social Studies. All Middle School students also receive Spanish instruction daily during Spanish Humanities class.
  
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All ELLs are part of the school-wide dual language program. In kindergarten through sixth grade students receive the mandated units of support from their bilingual certified classroom teachers. Students in seventh and eighth grade receive the mandated units of support during English Humanities and Word Generation classes taught by an ESL certified teacher. All beginning and intermediate students receive the mandated 360 minutes per week. Advanced students receive the mandated 180 minutes per week. Newcomers in fifth through eighth grade receive additional ESL support in a pull out program two to five periods per week. This additional ESL support is meant to supplement dual language instruction. Students in all grades may also receive native language or ESL instruction during Extended Day depending on their instructional needs and proficiency levels.

In kindergarten through fifth grade, bilingual certified classroom teachers alternate the language of instruction weekly. All instruction is in English one week and Spanish the following week. In Middle School, students receive English and Spanish instruction in content area classes throughout the week. Therefore all ELLs at PS 89 receive English instruction 50% of the time and Native Language instruction 50% of the time.
  
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.
 

In kindergarten through fifth grade, bilingual certified classroom teachers alternate the language of instruction weekly. All instruction is in English one week and Spanish the following week. In Middle School, students receive English and Spanish instruction in content area classes throughout the week. Therefore all ELLs at PS 89 receive English instruction 50% of the time and Native Language instruction 50% of the time.
  
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

All students are assessed in English using the Fountas & Pinnell Benchmark Assessment System and in Spanish using the WRAP (Writing and Reading Assessment Profile) three times during the year. Students also take the Performance Series Reading assessment online. All assessment data is recorded in a Google doc that is shared with teachers, coaches and administration. This assessment data is used for differentiation and small groups. Student progress is tracked throughout the year and teachers meet with coaches in order to address particular instructional needs. Since content area instruction and assessments are conducted in both English and Spanish, teachers are able to assess student progress in their native language in Math, Science and Social Studies.
  
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

All students are assessed in English using the Fountas & Pinnell Benchmark Assessment System and in Spanish using the WRAP (Writing and Reading Assessment Profile) three times during the year. Students also take the Performance Series Reading

assessment online. All assessment data is recorded in a Google doc that is shared with teachers, coaches and administration. Students complete performance tasks that evaluate their writing skills at the end of several units throughout the year. Teachers use a variety of other methods such as observations, portfolio work, class presentations and assessments in order to make sure students' listening, speaking, reading and writing skills are appropriately evaluated throughout the year.

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).

a. All ELLs are part of the Dual Language program and thus receive both English and native language instruction from bilingual certified teachers. SIFE students in third through eighth grade receive small group native language instruction during Extended Day. SIFE students in third through eighth grade receive ESL instruction in a pullout program two to five periods a week. SIFE students in all grades receive differentiated and supplemental materials. The school's Child Study Group is monitoring the progress of SIFE students and working to better support classroom teachers in addressing the needs of their SIFE students.

b. All ELLs are part of the Dual Language program and thus receive both English and native language instruction from bilingual certified teachers. Newcomers receive small group ESL instruction during Extended Day. Students in fourth and fifth grade are also part of the ESL pullout program and receive supplemental ESL services two to three periods a week. Students in Middle School receive ESL instruction in a pullout program five periods a week.

c. All ELLs are part of the Dual Language program and thus receive both English and native language instruction from bilingual certified teachers. Based on literacy assessments and teacher observations ELLs with four to six years of services may receive small group literacy instruction during Extended Day. Students in Middle School participate in Word Generation classes taught by a bilingual certified or ESL certified teacher. The Word Generation program focuses on vocabulary development. During ELA Teachers use guided reading and conferencing to address the needs of students in this group.

d. All ELLs are part of the Dual Language program and thus receive both English and native language instruction from bilingual certified teachers. Based on their literacy assessments and teacher observations long term ELLs may receive small group literacy instruction during Extended Day. During ELA Teachers use guided reading and conferencing to address the needs of students in this group. Students in Middle School participate in Word Generation classes taught by a bilingual certified or ESL certified teacher. The Word Generation program focuses on vocabulary development.

e. All ELLs are part of the Dual Language program and thus receive both English and native language instruction from bilingual certified teachers. The nature of the dual language program ensures that students reaching proficiency on the NYSESLAT continue to receive content area instruction and support in their native language while developing their English skills during English instruction. Based on literacy assessments and teacher observations students may continue to receive small group English support during Extended Day. ELLs continue to receive ELL testing accommodations for two years after reaching proficiency on the NYSESLAT.

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?

All ELLs are part of the Dual Language program and thus receive both English and native language instruction from bilingual certified teachers. ELLs with special needs are part of the 12:1:1 self contained Bilingual Special Education classes in sixth through eighth grade or the ICT classes in kindergarten through sixth grade. General education ELLs with IEPs receive additional small group instruction from the IEP teachers.

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?

All ELLs are part of the Dual Language program and thus receive both English and native language instruction from bilingual certified teachers. ELLs with special needs are part of the 12:1:1 self contained Bilingual Special Education classes in sixth through

eighth grade or the ICT classes in kindergarten through sixth grade. General education ELLs with IEPs receive additional small group instruction from the IEP teachers. ELLs with special needs may also receive small group instruction during Extended Day. Students in the self contained Special Education classes have gym with the general education classes. Special Education classes participate in monthly grade level community meetings with the General Education classes. All students are invited to participate in after school programs such as band and sports activities.

### Courses Taught in Languages Other than English

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

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

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

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

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

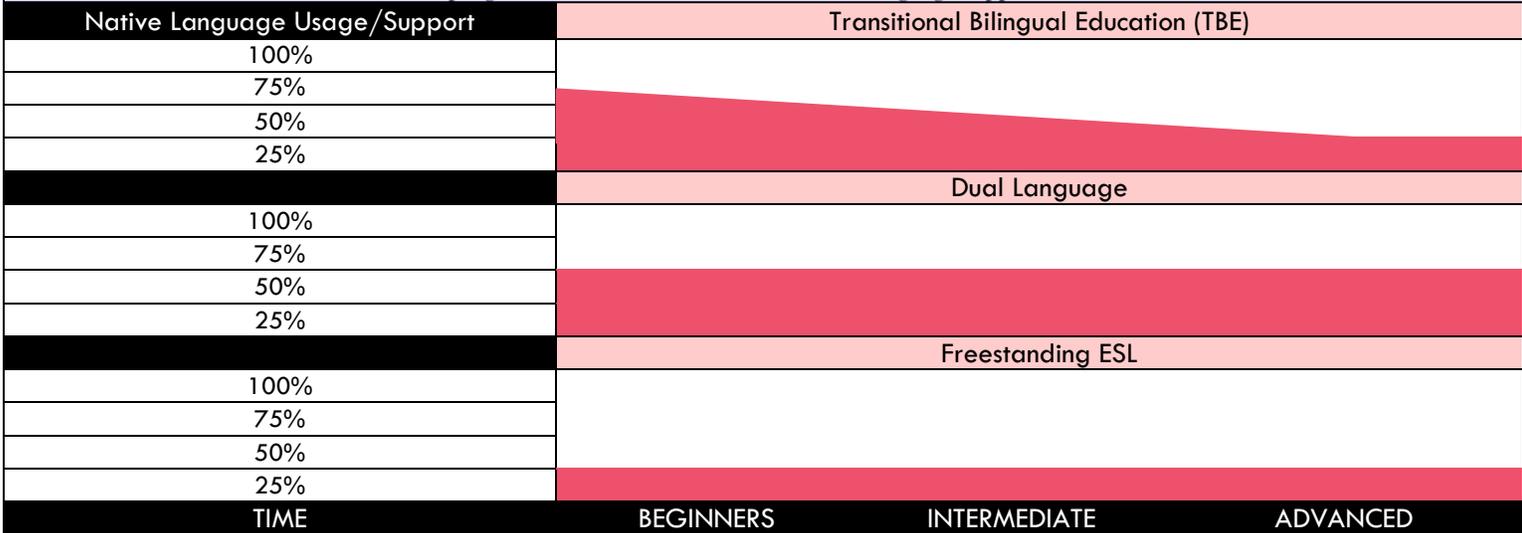
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**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.

Targeted intervention for ELLs in Math and ELA is provided during Extended Day for 50 minutes two days a week. Newcomers and SIFE students receive additional native language support during Extended Day. SIFE students also receive additional native language math support in a pullout program. Classroom teachers use literacy assessments, math portfolio tasks, predictives, conferencing and observations to differentiate instruction and provide small group instruction in the content areas. Intervention programs are offered in English and Spanish depending on students' needs.

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

All ELLs are part of the school-wide dual language program. Students receive instruction in English 50% of the time and Spanish 50% of the time. Students in Middle School also receive additional support in classes taught by an ESL certified teacher. According to 2013 NYSESLAT and LAB-R results, the majority of the ELLs are intermediate or advanced.

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

The ICT program will continue to expand to the seventh and eighth grades. All classes are part of the school-wide dual language program.

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

No programs or services 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.

PS 89 has a school-wide dual language program. ELLs and English Proficient students are in heterogeneous classes. The nature of the dual language program ensures that school programs are conducted in both English and Spanish. ELLs have access to all school programs including enrichment and intervention programs. ELLs also participate in school programs such as Peer Mediation, band, yearbook, Mouse Squad and sports activities. Many ELLs also participate in the Learning Center after school program. Students receive homework support as well as the opportunity to participate in extra-curricular activities such as choir, technology classes, art, dance and sports programs.

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

The ESL pullout program uses laptops with Rosetta Stone and Achieve3000 programs. The ESL program also uses the RIGOR program for guided reading instruction. All of these materials are also available in Spanish. All classrooms have access to laptops once a week and all classrooms are equipped with SMART boards. The school library is fully equipped with a diverse selection of books in English and Spanish. Teachers create graphic organizers and other instructional materials to differentiate for ELLs. :

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

P.S. 89's dual language model ensures that all students receive native language instruction. The design of the dual language program in kindergarten through fifth grade is based on a weekly language cycle. Students switch the language of instruction every week. Students in 6th, 7th and 8th grades receive both English and Spanish instruction in Science, Math and Social Studies throughout the week. All Middle School students also receive Spanish instruction daily during Spanish Humanities class. Many students also receive supplemental native language support. In kindergarten through second grade the Extended Day and reading intervention small group instruction provide native language support. Middle School students may also receive additional native language support during Extended Day.

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

All programs and resources correspond to ELL's ages and grade levels. For students in third through eighth grade the school uses several resources to provide high interest low-level texts for older ELLs. The Acheive3000 computer program allows ELLs to read grade level texts at various levels. The RIGOR program also provides high interest guided reading texts for older students.

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.

Newly enrolled ELLs meet with the Guidance Counselor for an interview and a tour of the school. Depending on their needs they

may also participate in small group counseling to assist in the acculturation process. Teachers often provide new students with buddies to help guide them through the school day and answer questions.

18. What language electives are offered to ELLs?

All instruction at PS 89 is conducted in English and Spanish. There are no additional language electives offered.

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)?

a. Instruction is in English 50% of the time and Spanish 50% of the time for all ELLs and EPs. In kindergarten through fifth grade teachers alternate the language of instruction weekly. In Middle School students receive content area instruction in both English and Spanish throughout the week. Middle School students receive English Humanities/ESL and Spanish Humanities every day.

b. EPs and ELLs are integrated throughout the instructional day. Newcomers in third through eighth grade are part of the ESL pullout program and receive separate ESL instruction two to five periods a week. In kindergarten through second grade may also receive native language support in a small group push-in program.

c. The design of the dual language program in Kindergarten and first grade is based on a five day language cycle. Students switch the language of instruction every five days. In second through fifth grade the language of instruction rotates on a weekly basis. Students receive English instruction one week and Spanish instruction the following week. Middle School students receive both English and Spanish instruction in Science, Math and Social Studies throughout the week. Students receive half of their content area instruction in English and half in Spanish. Each content area teacher decides which periods will be taught in English and which ones will be in Spanish so that students receive English and Spanish instruction throughout the day in the different content area classes.

d. PS 89 uses the self-contained model. Students remain in one classroom. The classroom teacher instructs in both English and Spanish.

e. Emergent literacy is taught in both languages simultaneously. Students may also receive small group instruction in their native language during Extended Day.

## 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. Teachers meet regularly to discuss students' work, develop curriculum, and pool resources that will benefit parents and students in the school community. The focus of these meetings is about using student work to improve teaching and learning. The purpose is to provide an environment for thoughtful discussion utilizing a method for collaborative analysis. Further professional development is provided by coaches and consultants that support the school-wide goal of examining instructional strategies that support differentiated instruction. The support provided by coaches includes co-planning, focused inter-visitations, modeling and consistent observation of student development.
  2. In order to address the Common Core Learning Standards, teachers will participate in professional development that supports systematic collection of informal data and extends teachers capacity to use this information to design instruction. Targeted teachers will participate in professional development focused on differentiation including analysis of student progress in order to group, plan, and implement small group instruction. The teacher observations and analysis of student progress data will inform professional development plans. In addition, coaches and consultants will support teachers in implementing the new aligned common core resources.
  3. Middle School teachers are given time to plan together at the beginning of the school year in order to develop common practices that are aligned to practices in the lower grades. Eighth grade students visit high schools as part of their advisory curriculum. These high school visits include trips to International High schools with specific programs for ELLs. The Guidance Counselor and eighth grade teachers provide parent workshops to assist families in the transition from middle school to high school.
  3. Coaches and consultants meet with classroom teachers in kindergarten through eighth grade to provide additional support regarding scaffolding and differentiation for ELLs. For example, content area teachers are meeting with consultants to develop several units of study that emphasize the integration of content and language goals. Since the entire school is part of the dual language program, monthly staff meetings and grade level meetings address ELLs. The school keeps agendas and sign in sheets for each meeting in order to ensure that all school staff members receive the minimum 7.5 hours of ELL training.

## 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. Parents are encouraged to attend PTC meetings that are held at times that are convenient for parents. A rotational schedule of PTC meetings will be developed in coordination with the PTC executives and the school in order to accommodate parents that cannot attend evening meetings only. PTC meetings are conducted in English and Spanish. Additional accommodations will be made for parents with disabilities so that they too can attend meetings. Parents will be invited to attend culminating celebrations marking their child's success at the school. School publications (i.e. pamphlets, newsletters, school website, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school night. All of these materials are provided in both English and Spanish. Examples of parent workshops include Family Math Night, Family ELA Night, Family Spanish Night, Arts Night and high school preparedness workshops for middle school parents. All workshops are conducted in English and Spanish.
  2. The school is partnered with the Cypress Hills Local Development Corporation. They provide many resources for ELL parents including ESL classes and workshops. All workshops and communication are in Spanish and English.
  3. Parents participate in the school's Governance Council and PTC. Both of these committees give parents an opportunity to voice their concerns and opinions about services available to parents. All meetings are conducted in English and Spanish. The school's Parent Coordinator, who is bilingual, reaches out to parents to communicate about school events and ensure that parents' needs are heard.
  4. Parent involvement activities address parent's needs by providing information about ELL program models, informing parents of state standards and tests, and providing parents with resources to help their child meet these standards. The activities that target these needs include the ELL parent orientation, Family Math Night, Family ELA Night, Family Spanish Night and high school preparedness workshops for middle school parents. All workshops are conducted in English and Spanish.

## E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

**Part VI: LAP Assurances**

**School Name: PS 89 Cypress Hills**

**School DBN: 19K089**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Irene Leon	Principal		1/7/14
Sara Siddappa	Assistant Principal		1/7/14
Amalfi Richard	Parent Coordinator		1/7/14
Christine Lee	ESL Teacher		1/7/14
	Parent		1/7/14
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Ines Ellis Guardiola	Coach		1/7/14
Berky Lugo-Salcedo	Coach		1/7/14
	Guidance Counselor		1/1/01
	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: 19K089 School Name: PS 89 Cypress Hills Community School

Cluster: 571 Network: Teaching Matters

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

### **Part A: Needs Assessment Findings**

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

PS 89 uses the Home Language Identification Survey (HLIS), as well as conversations with parents to determine the written translation and oral interpretation needs of all families. The school will determine, at the time of enrollment, the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. The school shall maintain an appropriate and current record of the primary language of each parent. Such information will be maintained in ATS and on the student emergency card.

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.

Register data reports that 95% of our student population is of hispanic descent. In addition, 46% of our student population is classified as English Language Learners. Therefore, written translation and oral interpretation services are only required in Spanish. Due to the nature of our dual language program, ninety-five percent of the school staff is bilingual so teachers consistently communicate with parents in both English and Spanish. P.S. 89 will provide each parent who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate languages, and instructions on how to obtain such services. Parental notices will be sent in both Spanish and English informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notification will be posted in a prominent location near the main office.

## Part B: Strategies and Activities

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

All written materials such as school letters, permission slips, forms, and other correspondence are sent home to parents in both English and Spanish. Since ninety-five percent of the school staff is bilingual, teachers are able to translate materials on their own, guaranteeing that parents receive important information in a language they can understand. Teachers who do not speak Spanish ask their colleagues to help translate these documents or are provided with support from the Parent Coordinator. The school will provide parents with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's: health; safety; legal or disciplinary matters; entitlement to public education or placement in any special education, English language learner or non-standard academic program; and permission slips/consent forms.

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.

School committee meetings, events and other activities are conducted in both English and Spanish. Staff members, parents and students are always available to translate when necessary. Bilingual teachers conduct parent teacher conferences in either Spanish or English depending on the parent's preference. Teachers who do not speak Spanish ask their colleagues to translate during parent teacher conferences or request support from the Parent Coordinator.

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>.

P.S. 89 will use all of the Language Translation and Interpretation funds for per session compensation for teachers who provide Spanish translation and interpretation services. The majority of the staff at P.S. 89 is fluent in both English and Spanish, allowing the school to provide all of the necessary language support for non English speaking parents without relying on outside services. Parental notices will be sent in both Spanish and English informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notification will be posted in a prominent location near the main office.