

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): 17K189
School Name: P.S. 189 THE BILINGUAL CENTER
Principal: BERTHE G. FAUSTIN

Comprehensive Educational Plan Outline

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Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

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

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P. S. 189 The Bilingual Center is a K-8th grade school located in an inner city neighborhood in Brooklyn, New York. It is housed in a five-story building that has undergone major renovations but still lacks a gymnasium. The school has a large Afro-American, Caribbean, and Hispanic population. According to the latest available ethnic data, 74% of the student population is Black and 23% is Hispanic. Approximately 20% of our families are recent immigrants, mostly from Haiti and The Dominican Republic. English Language Learners make up approximately 20% of the total student population. Approximately 85% of our students are eligible for free lunch. Student attendance rate is 93.9%.

In order to fulfill its mission "*to produce students who achieve the highest educational standards; students who are fluent in two languages; problem solvers; critical thinkers; and students who will be active participants in the life of their family, their community, their city, their state, their country and the greater society, the world*" the school has implemented the following strategies:

- There are 4 classes in Kindergarten (2 monolingual, 1 Dual Language Spanish, and 1 Dual Language Haitian- Creole), and 5 classes at each of the other grade levels (in grades K-6: 2 monolingual, 1 Stellar/Gifted, 1 Dual Language -Spanish, and 1 Dual Language -Haitian Creole; in grades 7-8: 2 monolingual, 1 Stellar/Gifted, 1 Bilingual-Spanish, and 1 Bilingual-Haitian Creole.) A freestanding ESL program services English Language Learners (ELL) who are not in the Dual Language program.
- Students at the elementary level (K-6th) receive instruction in self-contained classrooms that utilize clusters to enrich the curriculum. Students in the Middle School (7th-8th) receive instruction in a departmentalized setting with specialty teachers in all major subject areas.
- Teachers loop at the middle school level (7th and 8th grades) for English Language Arts, Math and Science instruction. Although 2 year looping cycles are usually implemented in grades 1 to 6 as well, this year, the practice was suspended in order to give teachers a chance to develop their expertise in the core curriculum programs introduced by New York City in 2013-14.
- Foreign language instruction in Spanish or French is implemented across all grades and classes. Latin is taught to all students, including ELL and Special Education, in grades 5th and 6th.
- The school offers a range of services that support students with IEPs (13%) in the most appropriate, least restrictive environment. During the academic year 2014-15 there are two self-contained classes, one at the elementary level and one at the middle school level, and five ICT classes, one at each grade level in Kindergarten to fourth grade. Additionally, special needs students are supported by two teachers that provide Special Education Teacher Support Services (SETSS), two speech pathologists, two guidance counselors, a social worker, and a school psychologist.
- In all grades, the ELA curriculum is supplemented with Junior Great Books (JGB) and the American Reading Company's 100 Book Challenge Independent Reading Program.
- A technology lab and computer carts on each floor provide students and teachers with opportunities to infuse technology in teaching and learning. This year, 16 new Smart Boards were installed in classrooms.
- Advanced courses leading to NYS Regents and Foreign Language Proficiency exams in English, Algebra, Earth Science, Biology, Spanish, and French.

- Currently, P.S. 189 works with several organizations/partners. Haitian American United for Progress (HAUP) provides students in grades 6 to 8 with after-school programs, The Boys Scouts of America provides character education and recreation activities for our elementary level boys, Long Island University and Bilingual Pupil Services provide in-service personnel which often times are hired by the school at the completion of their training. This year, Medgar Evers College's Pipeline program will provide support programs for students in 5th to 8th grade.

As identified by the 2013-14 Quality Review, the school's areas of celebration are: aligned use of resources to support instructional goals that meet students' needs, structures for positive learning environment, inclusive culture, and student success, curricula-aligned assessment practices that inform instruction, and a culture of learning that communicates high expectations with supports.

Our greatest challenge is meeting the needs of our large and diverse population with the current level of funding. Additionally, we struggle with finding dually licensed bilingual/content area teachers for the middle school, dealing with space limitations that do not allow us to open additional classrooms to facilitate implementation of the NYC Special Education Reform/Paths for Success, the lack of physical education facilities, and outdated computer/technology equipment.

According to the 2013-2014 School Quality Guide, the school "Exceeded Target" in the areas of student progress and student achievement with 5 point gains in ELA and 14 point gains in mathematics. However, the major area of concern remains the low achievement levels of all students, including English language learners (ELL) and special education students, as measured by State Common Core exams. A review of Spring 2014 State and City standardized assessments indicate that only 27.8% of students in all tested grades met Standards in English language arts, and 41.4% students in all tested grades met Standards in mathematics. The academic performance of special education students and English Language Learners is of particular concern, as both groups have a high percentage of students performing at Levels 1 and 2 in both ELA and mathematics. As such, the key area of focus for this academic year is on implementing effective strategies to address the large number of students lacking basic skills in both mathematics and language arts, especially in writing and problem solving, and on providing intensive professional development for teachers in strategies to implement a rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths include teachers working collaboratively to strengthen common-core aligned curricula based on pre-assessment data, and the use of grade-level assessments to make modifications for whole class and individual students. Evidence includes:

- Inquiry groups
- Analysis of student work using LAST protocol (thinking-based protocol)
- Identification of trends, (questioning, discussion, writing and vocabulary)
- Focus on writing
- Teacher/student use of rubrics
- Rubric based feedback and next steps
- Students self-assessing with rubrics

Results of New York State English Language Arts Exam and school-based formative and summative exams show that a substantial number of our students require support in questioning and discussion to support rigorous thinking, writing, and the use of academic vocabulary. Results of the math formative and summative exams show that a substantial number of our students are not proficient at responding to open-ended questions requiring multi-step procedures and the ability to apply mathematics to solve real-world mathematical situations. Consequently, and consistent with the Common Core’s emphasis on depth over breadth, we find that there exists a need to develop fluency as well as the higher order thinking skills for working out these process exercises.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 3% increase, from 27% to 30% in the number of all students in grades 3-8 achieving proficiency on the New York English Language Arts exams. Furthermore there will also be a 3 point increase, from 41% to 44% in the number of all students in grades 3-8 achieving proficiency on the New York State Math exams.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems 			

<p>and structures needed to impact change</p> <ul style="list-style-type: none"> • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>To ensure that the students are actively engaged in rigorous tasks that meet the demands of the Common Core standards, teacher teams will continue to reorganize and implement CCLS-aligned units of study in a sequential manner that exposes the students to the full range of standards and practices. In addition, teacher teams will also continue to make extensive use of exemplar problems in math and exemplar writing samples in ELA. Common core aligned curriculums, Go-Math in grades K-5, ST Math in grades 3 & 4, Soar to Success in grades K-5 and CMP3 in grades 6-8, will be used to develop students' conceptual understanding, procedural fluency, and their ability to apply math in context.</p> <p>Rigorous learning opportunities are provided through common core aligned curriculum programs; Core Knowledge in grades K-2, Expeditionary Learning in grades 3-8, 100 Book Challenge and Junior Great Books in grades K-8. In addition, Achieve 3000, Imagine Learning and Discovery Education, in grades K-8, provide accelerated opportunities through text-based questioning and discussion of literary and informational texts. Regents and specialized programs are provided to students of grade 8 in ELA, math and science.</p> <p>Both ELA and Math have dedicated blocks in the scheduling.</p>	<p>All students from grades K-8</p>	<p>September 2014- June 2015</p>	<p>School leaders, coaches, and teachers</p>
<p>Data from standardized test scores, in-house exams and teacher observations is used to group and service all students, including high need populations, in small groups during the school day by Learning Support Team (LST) members, and during afterschool and Saturday programs.</p>	<p>All high need students from grades K-8</p>	<p>September 2014-June 2015</p>	<p>School leaders, teachers, and coaches</p>

<p>Parents/guardians are invited to meet with their child’s teachers either in person or via telephone conference, every Tuesday in order to discuss academic progress and parent concerns. In addition, workshops informing parents about core curriculum in ELA and Mathematics are held periodically. In preparation for these workshops, teachers create CCLS curriculum-aligned activities for parents to use at home to support their child’s improved student achievement. They are also invited to visit the school for a school-wide orientation within the first week of school and during grade specific Open Houses thereafter. They are also encouraged to attend workshops on a variety of subjects such as the school curriculum, assessments, standards and school conduct expectations. A monthly calendar is published to keep parents/guardians informed of on-going educational events. The school messenger system is utilized to deliver notices via telephone in the three dominant languages. A school webpage, including individual class web pages is available to keep the school community abreast of school events and activities. All school related materials addressed to parents of English Language Learners are written in English and the parents’ native languages (for example, Haitian Creole or Spanish.)</p>	<p>Parents/guardians/teachers</p>	<p>September 2014-June 2015</p>	<p>School leaders, teachers, and coaches</p>
<p>Below is a list of activities which create a sense of community/element of trust among parents/students/staff and administration.</p> <ul style="list-style-type: none"> • Monday Matters available to all P.S. 189 Staff communicating all upcoming academic and school-wide expectations • Students familiar with rubrics prior to and during and at conclusion of assignments. • Curriculum maps produced collaboratively with teachers. • Monthly Brochures include curriculum highlights for parents • Monthly Parent Calendar highlights all aspects of academic and special events. • Advisory period for middle school students • ten non-negotiables communicating school-wide expectations and discipline code • Monday Morning talks held weekly 	<p>Students and teachers</p>	<p>September 2014-June 2015</p>	<p>School leaders, teachers, and coaches</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Common Core aligned curriculum; Core Knowledge, Expeditionary Learning, Go Math, supplementary programs ST Math and RAZ-Kids, instructional teachers, coaches, students, parents, technology resources, schedule adjustments, i.e., teachers’ schedules require a three-period ELA block in K-6, 2 periods in 7 and 8, math block of two periods in all grades, all out of classroom teachers are programmed with LST periods weekly, common planning periods, all grades are scheduled to meet once a week for planning and once a week for teacher teams and once a month during Monday professional learning team time.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015 there will be:

- Movement in running records
- Movement from the diagnostic administered in September to benchmark administered in December
- Movement in teacher effectiveness from first to second observation

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the school’s 2014 Learning Environment Survey, 90% of all students surveyed felt safe in the classroom. 97% of the students expressed awareness of consequences when school rules were violated, and 84% of the students felt that trusted, available adult help was there when they had to solve a problem. However, the students’ feeling of safety dropped to 72% when asked to respond to “I am safe on school property outside the building.”

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To realize a 3% gain in the indicators of the School Survey that establish a classroom and school culture where students feel safe, respected, supported and challenged by their peers and teachers by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
In an attempt to strengthen the school’s culture of safety, and foster, respect, support and healthy challenges by peers and students, PS 189 has implemented several strategies: <ul style="list-style-type: none"> • Community building activities will be implemented in all classrooms. For example, every morning, students will shake their each other’s hands, making eye contact and giving their peers a positive morning greeting. • Teachers and other adults will also shake the hands of their students, make eye contact and give him/her a positive morning greeting. • The seventh and eighth graders will be piloting the concept of Study Pacts. These are sub-communities 	All students from grades K-8	December of 2014- March 2015. There is no ending date to the deepening and strengthening of community. It is our vision	School leaders, coaches, and teachers. Students will also begin monitoring the community building activity and their study packs.

<p>that are designed to practice the HEART² virtues of: Humility, Encouragement, Accountability, Respect, Tact and Thankfulness. The objectives of these study pack include but are not limited to deepen the PS 189 Learning community by modeling positive virtues aimed at building each other holistically and academically.</p> <ul style="list-style-type: none"> Students will be challenged by peers and teachers to give their best efforts to their tasks. Success of students reaching these challenges will be celebrated by student assemblies, example Arista- Honor Roll. Assessment and monitoring of community building activities in weekly advisory. Additionally, the student government, and student in general will be encourage to pursue responsible student leadership roles that will encourage respect, healthy challenges and support for each other. 		that this will be permanently integrated in the PS189 culture.	
Special attention will be paid to students in need namely those with disabilities, English language learners, overage/under-credited, SIFE and STH). These students, like all other member of the student body, stand to benefit from the added attention and communication fostered by community building strategies.	All students from grades K-8	September 2014- June 2015	School leaders, coaches, and teachers.
<p>Strategies to increase parent involvement and engagement: Students have been asked to create posters and presentation around the HEART² virtues that drives their study packs. Students will be making presentation of their pact and their heart virtues to parents. Parents will be shown the concept of the pact as a strategy of building community Parents will have a discussion about how they can support students in this area of community building.</p>	All adults and students in the PS 189 Learning Community	September 2014- June 2015	School leaders, coaches, and teachers.
An element of trust is embedded in all the activities.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The major resources that are needed for this action plan are human resources. We must get our students and adults to buy into and practice of community building and strengthening our existing community framework by implementing and pursuing the strategies outlined in the action plan.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

PS 189 will monitor the progress of the community building strategies. Some of the built in monitoring systems include but are not limited to:

- Students in pacts will monitor their grades to check for improvements in an attempt to quantify the process. Students will keep logs on grades.
- In January 2015 students will be administered a school-created survey using the classroom and school culture indicators from the Learning Environment Survey.

Part 6b. Complete in February 2015.

<ul style="list-style-type: none">• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the needs assessment results from the 2013-14 Quality Review, Professional Development Needs Assessment and ADVANCE Observation DATA in order to collaboratively improve overall teacher instructional practices, teachers need to participate in peer support activities and on-going professional learning sessions with a focus on rigorous instruction and engaging students in learning.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase teacher effectiveness by using the data from teacher observation cycles to plan and execute rigorous instruction for all learners resulting in a 5% increase in the percentage of teachers rated effective in planning/preparation (1a,e); questioning and discussion techniques(3b) and engaging students in learning (3c).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The school structures and schedules weekly team teacher meetings, common planning time and inquiry groups. These teams follow a protocol to create unit plans for the Core Knowledge, Expeditionary Learning, JGB, Go Math, CMP3 instructional programs, align learning targets to the CCLS and Social Studies framework and make connections to all subject areas. Teachers collectively follow protocols to analyze student work, identify student strengths and needs and plan for rigorous instructional lessons based on multiple sources of data. Professional Learning Communities are scheduled on a bi-monthly basis led by instructional coaches and lead teachers. This structure lends itself to a platform for teachers to share best practices and resources in a non-evaluative and supportive venue. In addition,	All Teachers	September 2014- June 2015	<i>Principal, Assistant Principals, Instructional Coaches, Teachers</i>

monthly data teacher team meetings are held to analyze grade wide data result trends to inform instructional decisions.			
<p>Teachers collaborate and plan strategies to differentiate instruction that support and engage all learners. This will result in increased achievement and outcomes. The strategies include: scaffolding, processing tools for discussion and tiered activities.</p> <p>Teachers will engage in professional learning communities with a focus on:</p> <ul style="list-style-type: none"> engaging students developing a school wide cohesive definition of 'Rigor' seamless integration of the school D.R.E.A.M. philosophy. <p>Teachers will participate in collaborative teaching which include:</p> <ul style="list-style-type: none"> Learning Support Teams (LSTs) collaborate with classroom teachers to identify student needs and collectively develop strategies to improve small group targeted instruction. Teachers will develop a 'Rigor Toolkit' of resources to develop and support rigorous instructional activities. 	All Teachers	September 2014- June 2015	<i>Principal, Assistant Principals, Instructional Coaches, Teachers</i>
All teachers, including those of high need student subgroups, collectively prepare developmentally appropriate activities in both ELA and Math to share with parents which provide models designed to extend the learning opportunities conducted in class. Teachers communicate expectations with parents daily by phone, weekly during Parent Engagement Tuesdays, monthly parent brochures and events like Literacy/ Math Parent Engagement, progress reports and during Parent Teacher Conferences four times a year.	All Teachers	September 2014- June 2015	<i>Principal, Assistant Principals, Instructional Coaches, Teachers</i>
<p>Teachers will engage in professional learning community labs. The year round teacher collaborative activities will include:</p> <ul style="list-style-type: none"> grade-wide and school-wide intervisitations both in-person and videotaped peer observations online videos of Effective and Highly Effective Practice in Domain 1: Planning and Preparation and Domain 4: Instruction Common Planning; Teacher Team Meetings which are led by teachers, for teachers. <p>These activities are non-evaluative and set in a trusting and collaborative environment for teachers to share with one another in a nurturing environment.</p>	All Teachers	September 2014- June 2015	<i>Principal, Assistant Principals, Instructional Coaches, Teachers</i>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources needed to implement this action plan include, but are not limited to:

- Core Knowledge Literacy Program
- Everyday Math Program
- Social Studies Framework
- CCLS
- Danielson Framework for Teaching
- DOK: All Levels of Questions/Discussion Prompts
- Hess' Cognitive Rigor Rubric

- Team Meeting Protocols/ Unit Lessons, Maps
- LST Teachers (schedule adjustments)
- Professional Learning Communities(schedule adjustments)
- Videos (schedule adjustments)
- Intervisitations (schedule adjustments)
- Peer Learning Walks (schedule adjustments)
- Teachers Toolkit for Rigor
- Schoolwide D.R.E.A.M. Philosophy
- Schoolwide shared definition of Rigor
- Individual Teacher Professional Learning Plan/Goals

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Weekly /Monthly Teacher Team meetings.
- Professional Development Plan Check In- 3 times a year (December, March, May)
- Ongoing monitoring of teacher observation data

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The following needs were identified by the 2014 Learning Environment Survey:

- To increase student trust and respect among their peers.
- To increase student excitement for learning.
- To ensure that the adults know students by name or recognize them (as per students’ perspective).

In addition, observation and incident data indicate a need to support instructional goals and collaborative structures by providing more opportunities and accountability tools:

- learning
- punctuality
- strategies to deal with students’ social-emotional concern

Providing a safe, more caring environment will afford our students additional opportunities to develop into competent, self-directed learners, and reduce bullying and other interpersonal conflicts. In addition, placing less emphasis on responses to inappropriate behavior will also lead to a greater commitment by everyone to take the time to listen to one another, and ultimately result in improved student achievement.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To strengthen the culture of mutual trust between school staff, faculty and students as evidenced by a 20% decrease in the number of disciplinary incidents from May 2014 to May 2015, and a 3 point increase in overall achievement in the 2015 ELA and math NYS common core exams.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement 			

<ul style="list-style-type: none"> Activities that address the Capacity Framework element of Trust 			
<p>The Principal established, monitors and provides ongoing guidance in the following initiatives designed to strengthen a culture of mutual trust and respect:</p> <ul style="list-style-type: none"> Students needing additional support (academic and/or emotional) are paired with a teacher/support staff mentor. Mentors address personal and social competencies needed for success in school and beyond such as self-confidence, respect, integrity, caring about others, and leadership. Guidance counselors conduct social skills training sessions during lunch recess to teach students new emotional/social skills that help them cope with daily stresses and result in fewer incidents during lunch and recess. Activities to build classroom community are implemented school-wide on Monday mornings and Friday afternoons. In the spirit of transparency, all expectations and upcoming events are communicated in advance via a monthly calendar, Monday Matters—the weekly publication to all staff, Monday Morning Public Announcement to students, and school and class webpages. Strengthening teacher collaboration by programming an additional weekly period for Teacher Team meetings and at least one common grade/subject/assignment preparation period. Other strategies that support this goal include: <ul style="list-style-type: none"> Monthly Core virtues for the entire student population in recognition of good character Advisory for students of grades 7 & 8 National Junior Honor Society – ARISTA Positive Calls home by school leaders Student Government for elementary and middle school 	<p>Students in grades 1 to 8 who are frequently involved in infractions because of poor anger management, low frustration tolerance, or inability to adhere to rules/procedures</p> <p>All students</p> <p>Teachers</p>	<p>September 2014 to June 2015, ongoing</p>	<p>Classroom and cluster teachers, guidance counselors, coaches and school leaders</p>
<p>Students with disabilities, English language learners, and other high-need student subgroups, like all other member of the student body and their parents, benefit from the added attention and communication fostered by all strategies above.</p>	<p>Students with IEPs, ELL, SIFE, TH</p>	<p>September 2014 to June 2015, ongoing</p>	<p>Classroom and cluster teachers, guidance counselors, coaches and school leaders</p>
<p>Parents are invited to visit the school for a school-wide orientation within the first week of school and during grade specific Open Houses thereafter. They are also encouraged to attend workshops on a variety of subjects</p>	<p>Parents</p>	<p>September 2014 to June 2015, ongoing</p>	<p>Classroom and cluster teachers, guidance counselors,</p>

<p>such as the school curriculum, assessments, standards and school conduct expectations. A monthly calendar is published to keep parents/guardians informed of on-going educational events. The school messenger system is utilized to deliver notices via telephone in the three dominant languages. A school webpage, including individual class web pages is available to keep the school community abreast of school events and activities. All school related materials addressed to parents of English Language Learners are written in English and the parents' native languages (for example, Haitian Creole or Spanish.)</p>			<p>coaches and school leaders</p>
<p>The following are some of the activities that facilitate teacher influence, sharing and trust building among parents/students/staff and administration.</p> <ul style="list-style-type: none"> • Students familiar with rubrics prior to and during and at conclusion of assignments. • Curriculum maps produced collaboratively with teachers. • the school developed an “Effective Teacher Collaboration Rubric” to be used for the self-assessment of the teacher team process. • monthly Brochures includes curriculum highlights for parents • monthly Parent Calendar highlights all aspects of academic and special events. • advisory period for middle school students • “Ten Non-Negotiables” communicating school-wide expectations. 	<p>Students, parents, faculty</p>	<p>September 2014 to June 2015, ongoing</p>	<p>Classroom and cluster teachers, guidance counselors, coaches and school leaders</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The resources needed to implement this goal include: staff, including guidance counselors, character education materials and incentives (books, films, pins), and a flexibility in programming to schedule additional teacher teams and common preparation preps school-wide, and allow staff sufficient time to serve as mentors.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Specify a timeframe for mid-point progress monitoring activities.

January, 2015—An analysis of incident data (OSYD) will reveal a 10% downward trend in the frequency and level of occurrences school-wide.

February, 2015—a 2% improvement between the Fall diagnostic and Spring predictive ELA and math exams.

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Parents at P.S. 189 indicated high rates of satisfaction with the school in the 2014 Learning Environment Survey, their participation during parent-teacher conferences is above 90%, and the school gets close to 100% compliance with policies such as the school dress code. However, attendance at PTA meetings and other school-sponsored events remains below the 10% mark.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 there will be a 5% Increase in parent attendance to school-sponsored events such as PTA meetings and workshops.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Parent Teacher Association (PTA) meetings will be held twice on the last Friday of the month, once in the morning (9:00 AM), and once in the evening (6:00 PM) to accommodate parents work and home schedules. • A full time Parent Coordinator (PC) provides support to parents, serving as liaison between parents and the school. • Special recognitions/presentations by/to students are held to encourage participation during PTA meetings. E.g., choir, dance, drama, plays, holiday performances, attendance/honor roll recognitions. 	All parents	September 2015-June 2015	School leaders, Parent Coordinator, SLT, PTA

<ul style="list-style-type: none"> • At PTA meetings, guest speakers will present on topics of relevance such as immigration and Mental Health. • The PTA will sponsor a Job Fair for parents • The school will sponsor E.S.L. and technology workshops for parents. • Math/ELA Afternoons will take place 4 times during the year for parents and students. Teachers prepare fun, content related activities and games that demonstrate strategies that parents can implement at home to help their children. • All school related material is transferred to parents in languages identified in the Home Language Survey (Spanish & Haitian Creole). • Teachers prepare and send home monthly brochures detailing what students are learning. • A monthly calendar, school messenger phone system, and school and class webpages maintain parents informed of all school events. • Parents receive “Positive Phone Calls” from school leaders. • The SLT will collaborate with the PTA to coordinate family trips during off-school hours/holidays. • Parents will be invited to attend Unity Day, our annual celebration of diversity. • A School Fair is held yearly on a Saturday in the Spring. 			
<p>The PC and all staff members encourage the involvement of all parents in school activities, paying special attention to parents of at-risk populations.</p>	<p>Parents of at risk children</p>	<p>September 2015-June 2015</p>	<p>School leaders, Parent Coordinator, SLT, PTA</p>
<p>Parents/guardians are invited to meet with their child’s teachers either in person or via telephone conference, every Tuesday in order to discuss academic progress and parent concerns. In addition, workshops informing parents about core curriculum in ELA and Mathematics are held periodically. In preparation for these workshops, teachers create CCLS curriculum-aligned activities for parents to use at home to support their child’s improved student achievement. They are also invited to visit the school for a school-wide orientation within the first week of school and during grade specific Open Houses thereafter. They are also encouraged to attend workshops on a variety of subjects such as the school curriculum, assessments, standards and school conduct expectations. A monthly calendar is published to keep parents/guardians informed of on-going educational events. The school messenger system is utilized to deliver</p>	<p>All parents</p>	<p>September 2015-June 2015</p>	<p>School leaders, Parent Coordinator, SLT, PTA</p>

<p>notices via telephone in the three dominant languages. A school webpage, including individual class web pages is available to keep the school community abreast of school events and activities. All school related materials addressed to parents of English Language Learners are written in English and the parents' native languages (for example, Haitian Creole or Spanish.)</p>			
<p>An element of trust is embedded in all the above activities.</p>			

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Parent Coordinator, funding for refreshments and materials for meetings and workshops, funding for technology and ESL workshops.</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
<p>January 2015—A 3% increase in the attendance rate of school-sponsored activities and PTA meetings.</p>				
<p>Part 6b. Complete in February 2015.</p>				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	2014 NY State Exams, running records, diagnostic, and monthly assessments.	Wilson, Reading Rescue, Core Knowledge Supplemental guide, Brain Bank by Scholastic, Learning A-Z, 100 Book Challenge, RAZ Kids online program, Achieve 3000, and Imagine Learning.	Individual and small group instruction	Regular school hours, extended day (January to May), and Saturday programs (January to May),
Mathematics	2014 NY State Exams, Diagnostic and monthly assessments.	Go Math RTI Intervention, Soar-to-Success program, math centers, and ST Math, CMP3 Math XL, NYC SchoolNet, Common Core Clinics, Discovery Education.	Services are provided in small group sessions or individual according to the needs of the students.	Regular school hours, during extended day (January to May), and Saturday programs. (January to May).
Science	Diagnostic and Monthly assessments.	Using Lab/Inquiry skills and content area reading. Testwiz and Discovery Education.	Small group instruction.	Regular school hours
Social Studies	Monthly assessments.	Social Studies integrated with ELA.	Small group instruction.	Regular school hours, extended day (January to May), and Saturday programs (January to May).
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	By referral, evaluation.	Crisis intervention, short term individual and group counseling, academic and behavior intervention planning.	Individual and small group sessions.	Regular school hours

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

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

2b. 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).

1. Monitoring by supervisors
2. Mentoring by senior teachers
3. Monitoring and professional development by on-site staff developers and outside consultants
4. Grade level common preparation periods
5. Inter-visitations to master teacher classrooms for demonstrations of best practices
6. PD Title I funds are set aside for tuition reimbursement in areas of need.
7. Learning walks with peer feedback.
8. Monthly Professional Development Sessions based on school data and analysis of instructional practices observed and schoolwide goals.
9. Differentiated professional development based on individual teacher goals and/or needs.
10. ADVANCE Video Library of effective teaching practices.
11. Consistent and on-going feedback using the Observation and Feedback Cycle.

12. Targeted scheduling to allow for multiple opportunities of grade wide and vertical planning.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

-PD team surveyed teachers in order to provide differentiated professional development. All professional learning is lead teachers and coaches

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated². **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	1,057,334	x	10-12, 16-17, 19-20
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	26.164	x	10-11. 23-24
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	5,213,512	x	10-11, 16-17, 19-20

¹Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

P.S. 189 The Bilingual Center ***PARENT INVOLVEMENT POLICY (PIP)***

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

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

to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;**
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;**
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;**
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;**
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;**
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;**
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;**

- **host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;**
- **schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;**
- **translate all critical school documents and provide interpretation during meetings and events as needed;**

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

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

School-Parent Compact

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- D.R.E.A.M.

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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



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: 189 /The Bilingual Center	DBN: 17K189
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>110</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 4
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Public School 189 / Bilingual Center is located in the inner city neighborhood of Brooklyn, New York. It is a Title I/PCEN school-wide program that services approximately 11,000 students. Two hundred and forty-five (245) of these are bilingual students / English Language Learners. The bilingual students range from kindergarten through 8th grade. English Language Learners (ELLs) make up approximately 5% of the total school population. There are four kindergarten classes. Three of these classes operate under a "Dual Language Program" (Spanish/English/ Haitian Creole), while the other operates as a "gifted and talented" class. There are five classes at each grade level from Grade 1 to grade 8. In order to support the ELL students with special needs, there is a Spanish Bilingual Special Education self-contained class. Currently, there are five Integrated Co-teaching (ICT) classes in the school ; ranging from Kindergarten through grade 4.

For the academic years 2014-2015 and 2015-2016 Kindergarten through grade six will have a "Dual Language Program," while grades seven and eight will have two bilingual classes (Spanish/English and English/Haitian Creole). Currently, of the approximate 245 bilingual students. There are 28 in kindergarten, 23 in first grade, 18 in second grade, 20 in third grade, 24 in fourth grade, 31 in fifth grade, 35 in sixth grade, 42 in seventh grade and 24 in eighth grade. Of this total, 07 are in Special Education classes. The findings of a comprehensive needs assessment resulted in the identification of several key factors necessary for Improving students' performance. These are: school-wide implementation of effective strategies to address the needs of students lacking the basic skills in both reading and mathematics; implementation of effective strategies for meeting the needs of ELLs and providing intensive professional development for teachers in specialized strategies to meet the needs of special populations. From the findings of this comprehensive data analysis, it has been decided that the ELLs would participate in three supplementary programs:

(a) The ELA Saturday Academy, which would encompass the "long- term ELLs" . Long term ELLs are those English Language Learners who have been in the New York Public School System for three or more years and need a BESIS Extension. Long term ELLs who fall into this category are mandated to take the ELA Exam. This program will NOT be funded by the Title III Program.

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

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

Part B: Direct Instruction Supplemental Program Information

Math and Science.

The Title III After School Program will meet for approximately 40 sessions on Wednesdays and Thursdays from 2:30 - 4:00 p.m. beginning November 12, 2014 and ending Thursday May 07, 2015. The program will service about 110 students at a ratio of 18 students per teacher with a total of six teachers. Of these six teachers, four are Bilingual certified, one ESL certified and two Common Branch (CB) certified. The Common Branch certified teacher will be partnered with one of the Bilingual teachers. This program will seek to individualize instruction and meet the diverse emotional, social and academic needs of our ELL population. Our instructional model will use both English and the students' native language to improve academic and social language skills. To achieve this purpose various programs and activities will be implemented.

These programs include: Teachers' College Writing: - "Assessing / Teaching Reading Skills in the Bilingual Classroom", Getting Ready for the NYSESLAT, "Language Power" and the "Math Power ESL." The Math Power ESL is a customized version of Math Power: A Course for Teachers. Espousing the Piagetian Constructivist Philosophy, "Math Power ESL" is anchored on the New York City Performance Standards, the New York State Core Curriculum and the National Council of Teachers of Mathematics (NCTM) Principles and Standards for Mathematics. It also draws from theories of language acquisition, the SIOP (Shared Instruction Observation Protocol), which is a component of the AAEM (Accelerated Academic Language Model) and the CALLA (Cognitive Academic Language Learning Approach). This approach seeks to meet the needs of the English Language Learner by intergrating mathematics and English to create a math objective and an English Language Objective. To strongly support the latter, this approach made extensive use of the article "The Multicultural Classroom: Reading for Content-Area Teachers" written by Patricia A. Richard Amato and Marguerite Ann Snow (Longman Publishing Group 1992). Although the integration of math and language is the primary focus of this approach, it does not exclude the other academic subject areas such as Science and social studies in the lesson. Math Power ESL lends itself to mastery of mathematical concepts through guided discovery, the use of manipulative and connections to real world situations.

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

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

An additional resource for students at the beginning level is Language Power. This program provides ensures systematic language development support. The program is highly differentiated and thematically based instructional resource.

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

Part B: Direct Instruction Supplemental Program Information

heavily influenced by context and that language acquisition also takes place in informal learning environment i.e. museum and theaters.

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

The students will visit the Bronx and Prospect Park Zoos. They will also visit the Brooklyn Children’s museum and the theatre. The museum and the Bronx Zoo facilitate prearranged “class-like” settings, where the students can explore related subject matter i.e. science complete with “life-Size” models. Other activities will include cooperative learning, the use of audio-visual technology aids and the engagement of prior knowledge to facilitate the acquisition of literacy skills in the native language while providing meaningful communication and fluency in English. The following table shows the proposed dates/schedules for these educational trips.

TITLE III TRIPS CHART

PLACE DATE/TIME COST

Bronx Zoo

05/05/2011 Bus = 425

Admission \$18 x 30 students

(P.O.P Pass) = 540

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

Admission \$3 x 30 = 90

Broadway / Off Broadway Theatres 05/18/2013

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

Admission \$65 x 40 =2600

Total TOTAL = 4930

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

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

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here:

Professional Development will be provided to all staff to support the effective delivery of instruction. Our professional development for SY 2014-2015 will focus on the components of the curriculum: Math Power ESL (Math coach). The sessions will be conducted by the Math Coach, Mr Gilbert Torchon, who is certified in both the Bilingual and Common Branch areas. The Teachers College Reading and Writing Project (TCRWP), located at Teachers College, Columbia University, has been a premier provider of professional development for schools in New York City, across the nation and internationally for almost three decades. Their mission is to support literacy instruction through research and professional development. Their research has tackled many subjects, including, of course, the teaching of reading and writing K-8, but also including methods of supporting large scale school reform, of coaching teachers, and of leading schools in which young people grow to be avid and skilled readers and writers. These sessions will be conducted by Ms. Judith Duffus Campbell, (Assistant Principal), who is dually certified as an English and ESL Teacher. Ms. Duffus-Campbell has also received TC training / workshops.

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

Our Bilingual/ESL programs and activities are guided by scientific based research, which has proven over time the effectiveness of Bilingual Education. Cummins (1989) has found that there is strong correlation between literacy in the native language and English acquisition. Mr M. Dejoie (translator / Staff Developer)) will work with teachers on using the native language to enhance student learning of the target language

Part C: Professional Development

Title III PD Chart

Providers :

Gilbert Torchon (Math Coach) / (Licensed Math Teacher)

Judith Campbell (Assistant Principal) (Licensed in ESL, English Language Arts)

Mr. M. Dejoie (Staff Developer)

Audience : Title III Academy Teachers

TOPICS	PROVIDERS	DATE	TIME
Assessing & Reading Skills in the Biligual Classroom	J.Duffus-Campbell	11/15/14	3pm - 4pm
MATH CONNECTION (REAL WORLD TO MATH)	G. Torchon	12/05/14	3pm - 4pm
DATA DRIVEN INSTRUCTION (NYSESLAT)	J. Duffus-Campbell M. Dejoie	12/19/14	3pm - 4pm
THE MOVING TILES (Fractions, decimals, percentage, proprotion & Equation)	G. Torchon	01/09/15	3pm - 4pm
GETTING READY FOR THE NYSESLAT (The Modalities Part 1)	J. Duffus-Campbell	01/23/15	3pm - 4pm
GETTING READY FOR THE NYSESLAT (Meeting the Common Core ELA Standards Part 2)	J. Duffus-Campbell	01/27/15	3pm- 4pm

Part C: Professional Development

Part D: Parental Engagement Activities

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

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

Begin description here: _____

Our ELL parents continue to be an integral part of the Title III Program. All school based home communication will be translated into the respective native languages. Parents will be invited on 5 Sessions during the Title III program to participate in a series of informative workshops about the NYSESLAT, and how they can help their children prepare for this exam. The presenters for this parent workshop will be the ESL teacher and the Assistant Principal. They will also be exposed to sensitive legal issues regarding their children. The presenter for this segment will be the parent coordinator and the Guidance Counselor. The rationale is that some ELL parents are new to the country and are therefore not aware of these legal issues. Support for parental involvement is shown in compelling research evidence which suggests that parental involvement has positive effects on children’s academic achievement (Carasquillo & London, 1993; Delgado-Gaitian, 1991; Heine, 1992; Henderson, 1987; Quelmatz, Shields & Knapp, 1995). The sessions will be conducted by the program supervisor and parent coordinator. In order to facilitate parents’ participation in these workshops, we will purchase metro cards for their transportation. We will provide light refreshments as well which will not exceed the cost of \$350.

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.
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Part E: Budget

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

Allocation Amount: \$ _____

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1190	Total number of ELLs	212	ELLs as share of total student population (%)	17.82%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish/HCreole
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish/HCreole

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	39	12		9	0		5	0		53
Dual Language	126	14		28		0	0	0	0	154
ESL		0	0					0		0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	165	26	0	37	0	0	5	0	0	207
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	1	2	7	4	7	5	3	2					35
Intermediate(I)	10	12	6	6	5	1	6	7	5					58
Advanced (A)	5	6	4	6	7	10	8	9	11					66
Total	19	19	12	19	16	18	19	19	18	0	0	0	0	159

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	7	5	7	1	20
4	12	10	3	0	25
5	22	8	3	0	33
6	17	17	3	0	37
7	26	10	2	0	38
8	14	8	4	0	26
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		4		6		7		2	19
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The school uses the Fountas and Pinnell Running Records in grades K-4 while the Teachers College Running Record kit is used in grades 5-8. The running records kit is used to pinpoint the instructional reading level of each child. The assessment results are used for instructional grouping and for lesson planning and curriculum adjustment. For example, students will be placed in guided reading

groups based on their reading level. This reading assessment is administered quarterly. Students are encouraged to monitor their own progress through the use of their data note book. Conference notes are kept by the teacher which details the progress and mastery of various skills to bring them on grade level reading. The school also utilizes an independent reading program called 100 Book Challenge. This is where the students are encouraged to read independently at their "comfort level". This program monitors the students reading frequency and thrie mastery level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The NYSESLAT data reveals that 61% of ELLs are at the Intermediate and Proficient level. In comparing the data with the previous year's it became apparent that a significant number of the students have been in these two categories for the past two years. It would also appear that a small percentage of the students regressed between last year and this year.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The state did not release the spring 2013 NYSESLAT scores in combined modalities.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?The following patterns were revealed in the data. (i) That students who are literate in their native language do better than students who are SIFE, on tests taken in English. (ii) Students in grades
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered during the planning. Teachers expose cultures that are representative of the class population during ELA and Social Studies lessons
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?The school uses local and state measures to assess EPs in the target language. The school administers a diagnostic and subsequent monthly tests in both ELA and Math.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the school's program is evaluated using the school-based and state tests. The growth of the students are measured and tracked across the school year and measured against the NYS tests. In this way the school is aware of the effectiveness of the various programs to enhance target language acquisition.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At enrollment, trained school staff members, who are the pupil personnel secretary, the Spanish Bilingual parent coordinator, the certified bilingual/ESL teachers at the school, meet with parents to make an initial determination of the child's home language. Members of the team interview and guide the parents in completing the Home Language Identification Survey (HLIS) in a language of their choice. The school provides language support for this process by utilizing the school psychologist who is fluent in Haitian

Creole and the parent coordinator who is fluent in Spanish. The certified ESL teacher is also utilized as a translator as she is a native Spanish speaker. Parents can therefore ask and receive clarifying response to questions asked during this initial identification process. The Bilingual Coordinator or the ESL teacher will also explain the program choices to parents. This is done so as to make the parents aware of their choices re their child's placement. The ESL teacher or the ELL AP conducts an informal interview and assist parents in completing the HLIS. Once the certified ESL teachers collect the HLIS and determine that a language other than English is spoken at home, then the Language Assessment Battery-Revised (LAB-R) is administered to indicate English proficiency level. Each ESL teacher has scheduled time for LAB-R administration. Therefore the new admit is tested within the mandated ten day time period. Spanish-speaking students whose LAB-R handcores determine that they are eligible, will take the Spanish LAB-R which is administered only once. The Parent Survey and Program Selection forms are kept centrally in the main office with the students' files.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
As students are determined by the certified ESL teachers to be eligible for language services, according to the LAB-R results, parents are notified of the results and invited to the parent orientation where they receive information on services available to English Language Learners (ELLs) and the choices of programs being offered by the New York City Public Schools to parents of ELLs. Beginning in the fall, New ELL parent orientation meetings are scheduled at the beginning and during the school year to familiarize parents with the school system and the different programs that are offered. A DVD on parent orientation by the Department of Education is shown to parents in their language, and parents have the opportunity to discuss the three program choices and complete the Parent Surveys and Program Selection forms. Entitlement letters, Parent Survey and Program Selection Forms, and Placement letters are readily sent or provided to parents during the orientation meetings. The translated materials allow parents to understand better the information being given. Follow-up phone conversations with parents through the bilingual parent coordinator, social worker or bilingual/ESL teacher ensure positive communication or return of materials. Records of Parent Survey and Program Selection Forms are kept centrally at school with other ELLs secured materials.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
At the beginning of the school year, letters of continued entitlement are sent by the ESL teachers to parents of ELLs whose child did not score proficient on the New York State English as a Second Language Assessment Test (NYSESLAT). Parents are notified that these students continue to be entitled to the ELL services. PS 189 offers after-school and Saturday Academy programs to ELL students in grades three to eight who need reinforcement in language instruction and skills on how to get ready for the NYSESLAT.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Paste response to question here:
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Paste response to question here:
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
4-5-6- PS 189 offers Dual Language Classes in Spanish and Haitian-Creole in grade K to 6 and Transitional Bilingual Education classes in grade 7 and 8. A Free Standing ESL program services ELLs who are not in the DL or TBE programs. Students who are eligible for ELL services according to the LAB-R, and whose parents have been informed of the program choices, are placed in the Dual Language program or the Transitional Bilingual program. The certified Bilingual Common Branch teachers, or the Dual Language and ESL teachers provide the ESL/ ELA, content areas, and native language instruction necessary for learning. PS 189, the Bilingual Center has the record of being an A school for the past five years. On the average, 95 % of the ELL parents choose to enroll their child in one of the programs being offered at the school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The organizational models used are Transitional Bilingual, Dual language and Free Standing ESL program. Within these large frames the school employs push-in models where the learning Support team (LST) pushes into the classroom to provide additional support to the classroom teacher and to targeted groups of students in literacy and or maths. The ESL teacher also does push-in or pull depending on the number and or proficiency level of the students.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Paste response to questions here:

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

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

Paste response to questions here:

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here:

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

Paste response to question here:

Courses Taught in Languages Other than English 

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

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

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

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

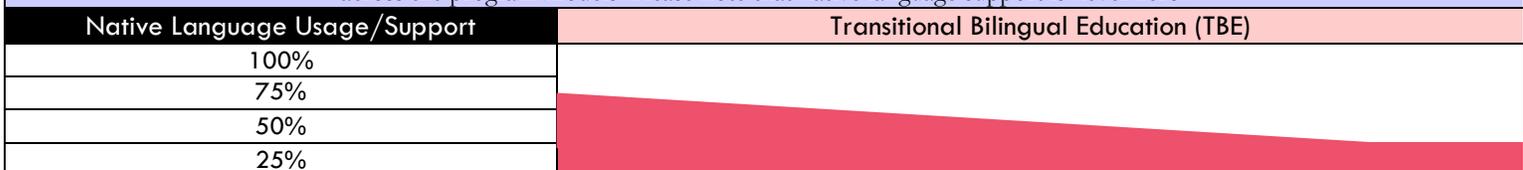
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Paste response to questions here:

D. Parental Involvement

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

Paste response to questions here:

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: 189**School DBN: 17K189**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Berthe G. Faustin	Principal		1/1/01
Victoria Fernandez	Assistant Principal		1/1/01
Yovanni Gil	Parent Coordinator		1/1/01
Blanca Pena	ESL Teacher		1/1/01
Dorothy Brown / PTA President	Parent		1/1/01
Myrna Jeudy/ Bil.ComBr.Spanish	Teacher/Subject Area		1/1/01
Rick Jean-Marie/ Bil.HCreol	Teacher/Subject Area		1/1/01
Gilbert Torchon / Mathematic	Coach		1/1/01
J. Duffus-Campbell /Literacy	Coach		1/1/01
Marie Grand-Pierre	Guidance Counselor		1/1/01
Roxann Marks	Network Leader		1/1/01
MenesDejoie/ School Psychologis	Other _____		1/1/01
Rozevel Jean- Baptiste/ELLCoord	Other _____		1/1/01
Rozevel Jean Baptiste/ELLCoord	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17K189 School Name: PS 189

Cluster: 04 Network: 401

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

procedures to meet those needs.

Part B: Strategies and Activities

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

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

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

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

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

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