

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: P.S. 189

DBN (*i.e.* 01M001): 06M189

Principal: THERESA LUGER

Principal Email: TLUGER2@SCHOOLS.NYC.GOV

Superintendent: MANUEL RAMIREZ

Network Leader: BEN SOCCADATO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Theresa Luger	*Principal or Designee	
Lisa Kunin	*UFT Chapter Leader or Designee	
Desiree Ramos Martinez	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Wendy Basora	Member/ UFT	
Jennifer Lazerson	Member/ UFT	
Maeva Rich	Member/ UFT	
Mary Lambros	Member/ UFT	
Oscar Gonzalez	Member/ UFT	
Michael Ortiz	Member/ Parent	
Yomaira Santana	Member/ Parent	
Nurys Bueno	Member/ Parent	
Jessica Reyes	Member/ Parent	
Sharlene Tiburcio	Member/ Parent	
Elvia Nunez	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

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

Goal and Action Plan #1

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

Annual Goal #1

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

To improve staff accountability for continuous improvement.

By May 2015, supervisors will provide 100% of teachers with frequent, written feedback, based on evidence-based system of the Danielson Framework For Teaching, that focuses on teachers' individual professional goals and improved student learning for all students, including populations of subgroups

Comprehensive Needs Assessment

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

The school's 2013-2014 Quality Snapshot reveals students' achievement as follows:

19% met State standards on the State English test, with an average score of 2.3 out of 4.5. This represents 11% below the city average of 30 % and 1% higher than the district average of 18%.

27% met the State standards on the State Math test, with an average score of 2.5 out of 4.5. This represents 12% below the city average of 39% and 1% higher than the district average of 26%.

The 2013-2014 School Quality Guide reveals our Closing the Achievement Gap was "meeting target" but our student progress rating was "exceeding target," indicating a strong need to address and improve teachers' pedagogical practices in order to ensure improved student outcomes for all students, and especially those of the subgroups of English Language Learners, Students with Disabilities, and Students at the Lowest Proficiency Level Citywide.

Our school's 2013-2014 Learning Environment Survey reflected teachers' responses to the following question, "How much do you agree with the following statements?" This school year, I have received feedback on my practice that helped me improve my instructional performance- strongly agree-24%; agree-59%; disagree-1%; strongly disagree-6%

This school year, I have received feedback on my practice that helped me to integrate Common Core Learning Standards into my practice- strongly agree-22%; agree-50%; disagree-22%; strongly disagree-6%

I have been observed more frequently this school year
strongly agree-38%; agree-44%; disagree-15%; strongly disagree-2%

I am receiving more actionable feedback about my performance.
strongly agree-29%; agree-48%; disagree-23%; strongly disagree-0%

School leaders give me regular and helpful feedback about my teaching.
strongly agree-35%; agree-48%; disagree-17%; strongly disagree-0%

It is our goal to increase the number and percentage of teachers' responses to strongly agree to these prompts and questions.

Instructional Strategies/Activities

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

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

Strategy-Principal and Assistant Principals will implement a fully functional system of observations and feedback to hold Administrators and teachers accountable for continuous improvement, using student data, feedback, and professional development opportunities.

1. Activity-A minimum number of frequent classroom observations, using Charlotte Danielson's Framework For Teaching and adhering to the guidelines of ADVANCE Evaluation SYSTEM, including possible options 1, 2, 3, or 4, with feedback provided to all teachers within 2 weeks.

2. Activity-All teachers will complete a minimum of 3 self-reflections on their teaching practices, based on their professional goals, student learning outcomes, and feedback provided by supervisors, beginning of year, mid-year, and end of year.

3. Activity-Pre and post observation conferences between Principal, Assistant Principals, and teachers will focus on pedagogical practices, using Charlotte Danielson's Framework For Teaching, leading to the improvement of student learning outcomes and the attainment of teachers' goals.

4. Activity-Professional Development opportunities will be provided to all staff, based on the differentiated professional needs of teachers and paraprofessionals to support

and strengthen teaching practices.

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

1. Consultant will work with Principal and Assistant Principals on effective classroom observations and feedback
2. DoE Talent Coach will meet with A.P.s and Principal to norm the implementation of ADVANCE requirements and Danielson Framework For Teaching Rubrics
3. Principal and Assistant Principals will meet with teachers in one-on-one feedback sessions and/or email feedback
4. All Teacher Teams and subgroups of teachers (such as new teachers, special education teachers, ESL teachers preparing for tenure) will collaborate in grade level and topic-specific meetings

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

1. All teachers will receive feedback and reports connected to the minimum number of observations, according to their selected observation options
2. Self-reflections will be used both prior to and post each observation to measure the alignment between teachers' goals, student achievement, and observed practice.
3. 50% of lessons observed will increase their HEDI rating in at least 2 components from original lessons observed and subsequent lessons observed.
4. Agendas, minutes, and documentation forms will reflect teachers' expertise in assessments of Common Core Learning Standards curricula, instructional practices, and student work, with appropriate implications and plans for next instructional steps to support improved student outcomes

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

1. Beginning October 2014, after initial one-on-one IPC conferences with all teachers in September 2014, and continuing weekly until May 2015.
2. Three times during the year, at goal-setting meetings in September/October 2014, during mid-year conferences in January 2015, and ending at end of year conferences, May 2015.
3. Beginning September 2014 and continuing on an ongoing, frequent basis, with feedback provided no later than two weeks after observations, ending in May, 2015.
4. Beginning in October 2014, Teacher Teams will meet weekly and end in June 2015.

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

1. Prep periods provide time to meet with teachers, using the following resources: allowable funds for per diem funds to cover teachers for meetings with administrators.
2. Prep periods; Planning Sessions with Literacy Coach and PD sessions with consultant on Danielson built into teacher team meetings and half-days, using the following resources: allowable funds for consultant and coaches for PD sessions
3. Prep periods, using the following resources: no cost associated with this activity
4. Common Preps and Repurposed Professional Development Time (Mondays and Tuesdays), using the following resources: no cost associated with this activity

Strategies to Increase Parental Involvement

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

- 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
- Maintain a Parent Coordinator, Guidance Counselors and Family Worker to serve as a liaison between the school and families. The Parent Coordinator and Guidance Counselors 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
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the PS 189'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
- School Leadership Team meetings scheduled in consideration of parents' needs.
- Provide all relevant school data and information to empower parents to be actively engaged in meaningful ways
- Plan and implement Family Nights throughout the year
- Repurposed Professional Time on Tuesdays is dedicated to Parent Engagement activities, including increased and improved communication between teachers and families, through emails, phone calls, newsletters, written correspondence, and one-on-one meetings.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

To develop a data-driven school culture that is based on student needs, assessments, and analysis, informing instruction and resulting in greater student achievement outcomes. By June 2015, 70 % of teachers' assessment practices will consistently reflect the varied use of ongoing checks for understanding, student self-assessments, and effective feedback to students so that teachers make effective adjustments to meet all students' learning needs and students are aware of their next learning steps.

Comprehensive Needs Assessment

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

The school's previous Quality Review Report (2010-2011) cited the following "what the school needs to improve" bullet:

"Align summative, formative and classroom level assessments to curriculum and use the data to adjust instructional decisions for Professional Learning Teams and at the classroom level.

The school was gathering a plethora of data to set goals and shares it with the staff. However, the data was inconsistently used in making instructional decisions at the team or classroom level limiting the ability to develop a clear picture of a student's strengths and areas for improvement to appropriately differentiate instruction."

Our school's 2013-2014 Learning Environment Survey reflected the following teachers' responses to questions related to data and assessment: Teachers' responses to the prompt, "My school uses assessments that are relevant to my daily instruction."- strongly agree 20%; agree 59%; disagree 20%; 0% strongly disagree

Teachers' responses to the prompt, "My school has clear measures of progress for student achievement throughout the year."- strongly agree 30%; agree 56%; disagree 15%; 0% strongly disagree

Teachers' responses to the prompt, "Teachers in my school use multiple forms of student achievement data to improve instructional decisions."- strongly agree 35%; agree 62%; disagree 4%; 0% strongly disagree

It is our goal to increase the number and percentage of teachers' responses of strongly agree to these prompts and questions.

Our school has identified Assessment and Feedback to students through conferring and guided reading as our Instructional Focus for this school year.

Instructional Strategies/Activities

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

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

Strategy-The Principal, Assistant Principals and teachers will develop and participate in a data-driven school-wide culture, based on students' needs, assessments, and analysis to inform instructional next steps, resulting in improved student achievement.

1. Activity-All Teacher Teams (Grades and Content Areas) will evaluate student work/assessments weekly, using a prescribed protocol for Looking At Student Work and Common Core Learning Standards-aligned RUBRICS and will meet to share best instructional practices.
2. Activity-The Principal and Assistant Principals will review and analyze the documentation forms submitted by the Teacher Teams, on a weekly basis, to determine the effectiveness of the Teacher Teams and their growing capacity to rigorously evaluate student work products and make appropriate and effective next instructional steps to improve student performance.
3. Activity-All teachers will participate in Professional Development workshops that focus on best practices of using assessments in instruction and providing effective feedback to students, using Common Core Learning Standards RUBRICS (Danielson Framework For Teaching component 3d).
4. Activity-All teachers will write a minimum of 3 effective/ highly effective lessons, as per the Danielson Framework For Teaching, using the evidence of student work to make modifications and revisions, to meet the learning needs of the diverse subgroups in the classrooms.

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

1. All Teacher Teams will collaboratively Look at Student Work and collaboratively Share Best Instructional Practices, weekly in inquiry cycles.

2. Principal and Assistant Principals will review and analyze the documentation forms submitted by the Teacher Teams
3. Coach, Staff Developers and Consultants will plan and conduct Professional Development workshops.
4. All teachers, with support of coaches, and consultants will write a minimum of 3 effective/ highly effective lessons, as per the Danielson Framework For Teaching, using student work to drive instructional decisions to meet the diverse learning needs of subgroup populations, such as ELLs and SWDs.

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

1. Documentation Forms have been developed for teachers to complete and submit to the Principal and Assistant Principals after each Teacher Team meeting to evaluate effectiveness of the content and processes of the Teacher Teams.
2. Documentation Forms have been developed for teachers to complete and submit to the Principal and Assistant Principals after each Teacher Team meeting to evaluate effectiveness of the content and processes of the Teacher Teams.
3. Teacher Reflection Forms will be implemented after each Professional Development workshop to determine effectiveness of the PD provided.
4. Principal and Assistant Principals' observations will reflect teachers' planning and implementation of strategies and pedagogical practices presented

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

1. Teacher Team meetings begin In October 2014, and are conducted weekly, according to the school's year-long calendar
2. Principal and Assistant Principals will collect and review documentation forms on a weekly basis, starting in October 2014 and ending in June 2015.
3. Beginning in September 2014, Professional Development workshops will be provided at monthly faculty conferences, conference days and after school. Guided Reading Instruction will take place, weekly; Professional Development will be provided during weekly designated preparation periods for targeted teachers, and ending in June 2015.
4. Beginning in September 2014, Teacher Teams will meet weekly after-school, during Extended Day sessions to collaboratively develop a minimum of 5 Highly Effective lessons and ending in June 2015.

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

1. Teacher Team Meetings during Repurposed Professional Development Time (Mondays and Tuesdays), and a common prep period each week, using the following resources: no cost associated with this activity
2. Monthly teacher team facilitator meetings and the teacher team facilitators maintain binders with agendas, minutes and feedback forms, using the following resources: no cost associated with this activity.
3. Lunch and Learn PD Sessions on Danielson; Repurposed Professional Development Time (Mondays and Tuesdays), and Teacher Team Meetings, using the following resources; allowable funds for Literacy and Math coaches, consultant, and per session.
4. Repurposed Professional Development Time (Mondays and Tuesdays), dedicated to Teacher Team Work; Common Prep Periods; Planning time with the coach, using the following resources: allowable funds for math and literacy coach, consultant, per diem daily rate.

Strategies to Increase Parental Involvement

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

- 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
- Maintain a Parent Coordinator, Guidance Counselors and Family Worker to serve as a liaison between the school and families. The Parent Coordinator and Guidance Counselors 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
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the PS 189'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
- School Leadership Team meetings scheduled in consideration of parents' needs.
- Provide all relevant school data and information to empower parents to be actively engaged in meaningful ways
- Plan and implement Family Nights throughout the year
- Repurposed Professional Time on Tuesdays is dedicated to Parent Engagement activities, including increased and improved communication between teachers and families, through emails, phone calls, newsletters, written correspondence, and one-on-one meetings.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

To provide coherent Common Core Learning Standards-based instruction that leads to multiple points of access to all students to achieve targeted goals.

By May 2015, 75% of teachers will routinely implement consistent practices that are aligned to the curricula and reflect the school's Quality Review-aligned coherent set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts, as well as by discussions at the team and school levels. Teacher progress towards this goal will be documented through supervisory review of lesson plans, classroom supervisory observations, with pre and post conferences and teacher completed forms to evaluate the effectiveness of the content and processes of the teacher teams.

Comprehensive Needs Assessment

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

The most recent Principal Performance Review 2013-2014 rated the Quality Review Indicators 1.1 (Curriculum), 1.2 (Pedagogy), and 4.2 (Teacher Teams) as proficient, whereas the other Indicators were rated as well-developed. We strive to achieve well-developed ratings in all Quality Review Indicators.

The school's 2013-2014 Quality Snapshot reveals students' achievement as follows:

19% met State standards on the State English test, with an average score of 2.3 out of 4.5. This represents 11% below the city average of 30 % and 1% higher than the district average of 18%.

27% met the State standards on the State Math test, with an average score of 2.5 out of 4.5. This represents 12% below the city average of 39% and 1% higher than the district average of 26%.

The 2013-2014 School Quality Snapshot reveals our Closing the Achievement Gap was "good" for English Language Learners and for our Lowest Performing Students in ELA, on both the state English test and on the state Math test, while our Students with Special Needs showed improvement, as rated as "excellent."

We strive to increase the improvement of our English Language Learners and our Lowest Performing Students from "good" to "excellent."

The 2013-2014 School Quality Guide reveals our school's performance in Closing the Achievement Gap and Student Achievement were "meeting target" but our student progress rating was "exceeding target," indicating a strong need to address and improve teachers' pedagogical practices in order to ensure improved student outcomes for all students, and especially those of the subgroups of English Language Learners, Students with Disabilities, and Students at the Lowest Proficiency Level Citywide.

Instructional Strategies/Activities

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

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

Strategy-Teachers will implement coherent Common Core Learning Standards-aligned instruction, including multiple entry points of access for all students to achieve targeted goals.

1. Activity-Universal Design for Learning and SIOP strategies will be incorporated in teachers' lesson planning and implementation to provide multiple entry points, scaffolds, and extensions in representation of learning; action/expression of learning; and engagement.
2. Activity-Professional Development opportunities will include focus and emphasis on UDL and SIOP strategies for appropriately meeting the needs of diverse learners.
3. Activity-All teachers will meet weekly in Teacher Teams to collaboratively plan instructional next steps to differentiate the Common Core Learning Standards-aligned curricula to meet the precise needs of subgroup students and support their access into the rigorous texts of Common Core curricula.
4. Activity-Supervisors will expect and emphasize the best pedagogical practices of the school's Coherent Set of Beliefs About How Students Learn Best, in alignment with the Danielson Framework For Teaching in all professional conversations (Pre and Post Observation Conferences) and Teacher Observations (Formal and Informal), and feedback to teachers after all observations.

Strategy-Teachers will implement coherent Common Core Learning Standards-aligned instruction, including multiple entry points of access for all students to achieve targeted goals.

1. Activity-Universal Design for Learning and SIOP strategies will be incorporated in teachers' lesson planning and implementation to provide multiple entry points, scaffolds, and extensions in representation of learning; action/expression of learning; and engagement.
2. Activity-Professional Development opportunities will include focus and emphasis on UDL and SIOP strategies for appropriately meeting the needs of diverse learners.

3. Activity-All teachers will meet weekly in Teacher Teams to collaboratively plan instructional next steps to differentiate the Common Core Learning Standards-aligned curricula to meet the precise needs of subgroup students and support their access into the rigorous texts of Common Core curricula.
4. Activity-Supervisors will expect and emphasize the best pedagogical practices of the school's Coherent Set of Beliefs About How Students Learn Best, in alignment with the Danielson Framework For Teaching in all professional conversations (Pre and Post Observation Conferences) and Teacher Observations (Formal and Informal), and feedback to teachers after all observations.

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

1. All teachers will plan for and implement coherent Common Core Learning Standards–aligned instruction, including multiple entry points of access for all students.
2. Coaches and Consultants will provide Professional Development workshops and planning meetings with teachers with large numbers of ELLs in their classes to address UDL, SIOP, and differentiated strategies, including guided reading, to support the learning needs of subgroup populations, such as ELLs and SWDs.
3. All teachers will meet weekly in Teacher Teams.
4. Supervisors will observe teachers' practices, conduct pre and post observation conferences for formal observations, and provide feedback after all observations

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

1. Supervisory Review and Rating of teachers' lesson plans, using the Danielson Framework For Teaching Rubrics , Domain 1 Planning and Preparation components.
2. Classroom supervisory observations will document teachers' implementation of scaffolding strategies to support subgroup populations, embedded in Common Core Learning Standards-aligned curricula.
3. Documentation Forms have been developed for teachers to complete and submit to the Principal and Assistant Principals after each Teacher Team meeting to evaluate effectiveness of the content and processes of the Teacher Teams.
4. Classroom supervisory observations, pre and post conferences with teachers, and feedback to teachers will document teachers' implementation of scaffolding strategies to support subgroup populations, embedded in Common Core Learning Standards-aligned curricula

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

1. Beginning in October 2014 and ending in May 2015, ongoing supervisory review and rating of lesson plans, as outside evidence and teacher-submitted artifacts, as part of the ADVANCE Evaluation System.
2. Weekly Professional Development sessions will be provided to teachers, beginning in September 2014 and ending in June 2015.
3. Teacher Teams meet weekly, during designated and calendared schedules, beginning in October 2014 and ending in June 2015
4. Beginning in October 2014 supervisors will conduct pre and post observation conferences, provide feedback to teachers, and provide ratings for all classroom observations, and ending in May 2015.

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

1. Teacher Team Meetings during Repurposed Professional Development Time (Mondays and Tuesdays) and a common prep period each week; PD Sessions with teachers during lunch and learn sessions and grade level meetings, using the following resources: allowable funds for math and literacy coach, consultant, per diem daily rate.
2. Weekly teacher team meetings; Planning sessions with literacy coach and AIS reading provider; Grade level meetings, PD sessions with consultants and attendance at outside PD opportunities offered by CFN, DoE and University
3. Weekly teacher team meetings; Repurposed Professional Development Time (Mondays and Tuesdays)
4. Repurposed Professional Development Time (Mondays and Tuesdays),dedicated to Teacher Team Work; Common Prep Periods; Planning time with the coaches

Strategies to Increase Parent Involvement

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

- 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
- Maintain a Parent Coordinator, Guidance Counselors and Family Worker to serve as a liaison between the school and families. The Parent Coordinator and Guidance Counselors 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
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the PS 189'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
- School Leadership Team meetings scheduled in consideration of parents' needs.

- Provide all relevant school data and information to empower parents to be actively engaged in meaningful ways
- Plan and implement Family Nights throughout the year
- Repurposed Professional Time on Tuesdays is dedicated to Parent Engagement activities, including increased and improved communication between teachers and families, through emails, phone calls, newsletters, written correspondence, and one-on-one meetings.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

To enhance the dialogue, communication, and collaboration between parents, students, and school constituents, centered on student learning and student success. By June 2015, there will be an increase of at least 5% in the average number of parents and staff who respond “**strongly agree**” on the Spring 2015 School Learning Environment Survey, in response to questions related to communication and data

Comprehensive Needs Assessment

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

The school’s previous Quality Review Report (2010-2011) cited the following “what the school needs to improve” bullet:

“Evaluate systems for assessing students, organizing data, and sharing information with students and families to ensure that the entire school community is aware of the students’ next learning steps.

The administration, teachers and teacher teams have access to multiple forms of formal and informal data, but there is no formal process for evaluating the usefulness of data sets to influence instructional planning to meet the needs of all students.

The mid-year progress report is highly acclaimed by the parents, however, they would like more consistent communication about their child’s progress and would like to be able to share the needs of their child with the school.”

The school’s most current Learning Environment Survey (2013-2014) reflects the following parents and staff’s responses to questions pertaining to communication and data:

Parents:

My child’s school:

keeps me informed about my child’s academic progress- strongly agree 62% and 38% agree

keeps me informed about what my child is learning- strongly agree 58% and 39% agree

keeps me informed about services for me or my child, such as tutoring, after-school programs, or workshops at school- strongly agree 55% and 39% agree

communicates with me in a language that I can understand- strongly agree 63% and 35% agree

gives my child extra help when he or she needs it.- strongly agree-51%; agree-41%; disagree-6%; strongly disagree-2%

Level of satisfaction-The response I get when I contact my child’s school. very satisfied-45%; satisfied-51%; dissatisfied-3%; very dissatisfied-1%

Teachers:

My school communicates effectively with parents regarding students’ behavior. strongly agree-25%; agree-40%; disagree-24%; strongly disagree-11%

My school communicates effectively with parents about their child’s progress. strongly agree-33%; agree-64%; disagree-4%; strongly disagree-0%

The principal at my school encourages open communication on important school issues. strongly agree-30%; agree-35%; disagree-28%; strongly disagree-7%

We strive to improve the number and percentage of responses for parents and teachers who positively respond with strongly agree to these questions and prompts.

Instructional Strategies/Activities

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

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

Strategy-All school constituents will share data in ways that empower and encourage families to understand and use data to promote dialogue between parents, students, and school staff, centered on student learning and success.

1 .Activity-ARIS Parent Link will be monitored to track the number of parents who are using the resource.

2 .Activity-Student grades will be posted regularly on ENGRADE online for parents of students in grades 3-5 and MCLASS for parents of students in grades K-2 to track their children’s progress and performance, in real time. Parents of students in grades K-5 access MyOn website for tracking how many books their children are reading.

3. Activity-Parent workshops will be conducted throughout the year, focusing on diverse needs of the community and its constituents

4. Activity-Common Core Learning Standards with examples of student work aligned to the standards will be shared with parents throughout the year.

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

1.Parent Coordinator and Family Worker will monitor parent link on ARIS to track number of parents using the resource.

2. Teachers enter student performance data online, using ENGRADE and MCLASS. Parents connect with ENGRADE and MCLASS to view their children’s progress and

- performance. Librarian enters MyOn data and parents of students in grades K-5 access MyOn website for tracking how many books their children are reading. Designated technology teacher maintains school website and all constituents of the school can access the information posted.
3. Parent Coordinator plans and implements parent workshops related to issues of concern to parents and families, leading to improved student progress and performance, leading to College and Career Readiness.
 4. Teachers will share students' CCLS work with parents.

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

1. Increase in percentage of parents using ARIS parent link online.
2. Increase in percentage of parents using ENGRADE, MCLASS, MyOn, school website and other online sites
3. Parents' responses on school's Spring 2014 Learning Environment Survey will reflect strongly agree with questions related to communication and data.
4. Percentage of parents attending Parent-Teacher conferences will increase from previous year, as measured by parent sign-in sheets.

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

1. Beginning in September 2014 and ending in June 2015, parent coordinator will monitor parent link on ARIS, monthly.
2. Beginning in September 2014 and ending in June 2015, parent coordinator will monitor parents' utilization of ENGRADE and MCLASS; librarian will monitor parents' utilization of MyOn; technology teacher will monitor parents' utilization of school website.
3. Beginning in September 2014 and ending in June 2015, Parent Coordinator will plan and implement monthly parent workshops.
4. Teachers will share examples of students' CCLS work at Parent-Teacher conferences, during Fall 2014 and Spring 2015 conferences and at various times throughout the year, as needed

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

1. Allowable funds used for full time Parent Coordinator and Guidance Counselors
2. Allowable funds for Engrade and MClass, per diem for librarian and technology teacher
3. Allowable funds for per session for teacher, guidance counselors, translators and aides
4. Allowable funds used for full time parent coordinator, guidance counselors, and per session for teachers, and aides

Strategies to Increase Parental Involvement

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

- 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
- Maintain a Parent Coordinator, Guidance Counselors and Family Worker to serve as a liaison between the school and families. The Parent Coordinator and Guidance Counselors 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
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the PS 189'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
- School Leadership Team meetings scheduled in consideration of parents' needs.
- Provide all relevant school data and information to empower parents to be actively engaged in meaningful ways
- Plan and implement Family Nights throughout the year
- Repurposed Professional Time on Tuesdays is dedicated to Parent Engagement activities, including increased and improved communication between teachers and families, through emails, phone calls, newsletters, written correspondence, and one-on-one meetings.

Budget and Resource Alignment

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

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

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Goal and Action Plan #5

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

Annual Goal #5

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

To cultivate school-wide systems and partnerships that foster and sustain students' social and emotional health.

By June 2015, 100% of students will participate in and benefit from programs and activities (including but not limited to: PBIS, Boost, Compass After School, Columbia Presbyterian Morgan Stanley Children's Hospital, National Dance Institute/Ballroom Dancing, 92nd St YMHA Arts, Fraternidad de los Angeles) that support their social and emotional well-being and prepare them for college and career, as measured by school-developed surveys and student outcomes, including improved attendance rates, decreased student suspensions/incidents, increased student participation in extracurricular and support programs.

Comprehensive Needs Assessment

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

Through consultation with school constituents, including teachers, parents, and administrators, it became clear that our school's efforts to ensure effective social emotional supports and strategies for students needed to be school-wide and implemented routinely and strategically.

The school's most recent Learning Environment Survey 2013-2014 reflected the following results:

Teachers' responses to the prompt, "My school does a good job teaching students the social and emotional skills need to succeed in and be prepared for their next grade level (i.e., how to persist through challenges and reflect on their learning)," reflected 48% agreed and 26% strongly agreed. We strive to increase the number and percentage of teachers who respond strongly agree to that prompt.

On the school's 2013-2014 School Quality Snapshot, 75% of teachers feel that order and discipline are maintained at this school. We strive to improve the number and percentage of teachers indicating positive response to this satisfaction prompt about "What it is like to be at this school."

Parents' responses to the prompt, "My school helps keep my child on track for college, career, and success in life after high school," reflected 44% agreed and 48% strongly agreed. We strive to increase the number and percentage of parents who respond strongly agree to that prompt.

Instructional Strategies/Activities

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

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

1. School-wide implementation of PBIS (Positive Behavior Intervention System)
2. Tiers 1,2,3 of the PBIS system will be implemented over the school year to address the needs of all students, including sub group populations and other high-need students.
3. Implementation of social-emotional activities and programs provided by Community-Based Organizations for identified students
4. Implementation of arts-related and recreational activities and programs for identified students

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

1. Teachers, Supervisors, PBIS Team members, Guidance Counselors, School Aides will support and implement PBIS guidelines and practices
2. Teachers, Supervisors, PBIS Team members, Guidance Counselors, School Aides will support and implement PBIS guidelines and practices
3. Community-Based Organizations' staff will provide services to students, including health services, mental health counseling, recreational, and arts-related activities and programs
4. Arts Partner Staff and Recreational Program staff will provide services to identified students

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

1. School-developed surveys will reflect students' perceptions of safety and respect
2. School-developed surveys will reflect students' perceptions of how they are benefitting from feedback and support from teachers and support personnel

3. Student outcomes, including improved attendance rates, decreased student suspensions/incidents
4. Student outcomes, including increased student participation in extracurricular and support programs
D. Timeline for implementation and completion including start and end dates
1. September 2014- June 2015, at least 2 times during the year
2. September 2014-June 2015, at least 2 times during the year
3. September 2014-June 2015, review of data at least 3 times during the year
4. September 2014-June 2015 review of data at least 3 times during the year
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. No additional funding necessary for Network professional development and training of PBIS
2. No additional funding necessary for Network professional development and training of PBIS
3. Allowable funds will be used to support evening performances and activities
4. Allowable funds will be used to pay for contracted services from identified Community-Based Organizations, including arts programs

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Parent Workshops and student performances will be conducted throughout the year to involve parents and inform them of our school's programs and activities. Newsletters for parents and Phone Messenger system will help to keep parents updated on school events. School Leadership Team Meetings will be additional forums where information on school-wide activities and programs are shared and discussed. Repurposed Professional Time on Tuesdays is dedicated to Parent Engagement activities, including increased and improved communication between teachers and families, through emails, phone calls, newsletters, written correspondence, and one-on-one meetings.

Budget and Resource Alignment

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Reading Recovery Program 1st Grade</p> <p>Guided Reading grade 1,2,3,4,5</p> <p>Repeated Close Reading/Guided Writing grade 3</p> <p>Various genres are used to highlight decoding strategies, use of context clues for vocabulary building, graphic organizers, accountable talk and guided practice to build fluency and comprehension.</p>	<p>1on 1</p> <p>Small group</p> <p>Tutoring</p>	<p>During the day</p>
Mathematics	<p>Guided Math, Various strategies through the use of manipulatives, illustrations, technology (smart board), the four step method and accountable talk are used to build concept understanding, solving word problems and fluency with algorithmic skills.</p>	<p>Tutoring</p> <p>Small group</p>	<p>After School</p>
Science	<p>Repeated Reading, Guided Reading Graphic Organizers and accountable talk are used to highlight text features and text structures to build comprehension of content</p>	<p>Small group</p>	<p>After School</p>
Social Studies	<p>Repeated Reading Graphic organizers, technology (smart board- to provided primary sources) and accountable talk are used to highlight text features and text structures to build comprehension of content</p>	<p>Small group</p>	<p>After School</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Study Skills</p> <p>Organization skills of materials, development of work plan, monitor progress and timeline for completion of assignments and projects resulting in self- monitoring, increased independence and higher self-esteem</p>	<p>Small group</p>	<p>After School</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

100% of our staff is highly qualified.
 We employ a rigorous outreach and interview process at our school.
 The Principal, Assistant Principals and teachers collaborate to set and monitor teacher goals, using the Danielson Framework For Teaching, 2013.
 The Principal and Assistant Principals utilize the Framework For Teaching Rubrics for classroom observations, both formal and informal, as per ADVANCE. The Framework informs pre and post-observation conferences.
 Teachers preparing portfolios for Tenure decisions receive additional specific support in preparing their artifacts and evidence of effective instructional practice, impact on student outcomes, and professional contributions to the school.
 Interview teachers for anticipated vacancies beginning in January.

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).

Teacher growth is supported through specific, low inference, evidence-based feedback from the Principal and Assistant Principals.
 Ongoing one-on-one meetings with teachers focus on the attainment of their professional goals and the school support needed to achieve the goals.
 Professional Development opportunities are planned and provided by multiple personnel, including coaches, consultants, mentors, and staff developers to meet the differentiated and developmental needs of teachers. New teachers receive the maximum support and experienced teachers have leadership opportunities to help support the professional learning throughout the school.
 Staff Development is monitored and revised, based on the results of student data and teacher effectiveness needs.
 Teachers have Professional Development opportunities to assist them in developing specific strategies to support the learning needs of ELLs and SWDs in reading comprehension, academic vocabulary, and written analysis of texts, both literary and non-fiction.
 Effective strategies to support struggling students to access the complex texts of Common Core aligned curriculum are shared and analyzed for appropriate implementation with targeted students, in intentional student groupings in the classroom Provide year-long mentors and professional development opportunities for teachers.
 Teachers attend Professional Development sessions provided by the Network, i.e. Special Education workshops; ELL workshops; City-wide workshops
 Provide differentiated PD for new teachers (in content areas and procedural matters) and PD consultant

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

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

- Universal Pre-K classes components of Effective Teaching in daily lessons
- Title 1, Mc Kinney Vento Act: students in temporary housing receive school uniform and supplies to encourage attendance and participation in school (Learning Environment).
- Title 1 Funds: Parent / student program in Nutrition to encourage healthy eating/cooking habits. Parent /student technology workshop to create a family calendar with student writing and photographs. (Learning Environment)
- Parent Meetings highlighting Instructional Expectations/ Common Core Standards, Family Math Night, Monthly PTA/Information meetings (day and/or evening), Monthly School Activity Calendar (Quality Review – communication with families)
- Title III Funds: Per session for teachers and supervisors, per diem for teachers to support participation in

professional development, a percentage of the ESL coordinator's salary, supplies for parent involvement, and trade books.

- Title 1 Funds: 5% staff professional development. Non-contractual services (workshops and supplies) for parental involvement and supplies for students in temporary housing. Professional books and per session for Framework Study Group
- Tax Levy and Title I funds for Professional Development for staff and test preparation for students

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

We prepare our pre-kindergarten students and our kindergarten students with developmentally appropriate routines, curriculum, and pedagogy that contribute to their emotional and social well-being and growth. The ECERS checklist and guidelines for early childhood education inform our teachers' practices. We provide ongoing parent workshops to support the parents as their children move from the early childhood program to the elementary school program and its ever-growing expectations for college and career readiness. All early grade staff participates in school-wide PD to ensure continuity and appropriate learning targets and progressions. Students' records are kept by all teachers and are shared as the students are promoted from the early grades to the upper grades. Teachers receiving these children have full and clear portraits of the students as learners in all dimensions of growth and development. Paraprofessionals, family worker and social worker, as well as parent coordinator ensure close home-school connections, on an ongoing basis

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.

The Principal formed a MOSL Committee in the Spring 2013, in collaboration with the UFT Chapter Chairperson, in accordance with the guidelines of the ADVANCE Evaluation System. The Principal selected members and the UFT Chapter Chairperson also selected members for the committee. The committee met at least 5 times, beginning in the Spring, 2013. They had the opportunity to view and discuss the available power-point presentations and webinars. Every committee member was provided with the MOSL materials in a binder by the Principal. They reviewed the options and selected the state and local assessment measures, with the final decisions made by the Principal, who was in accordance with the teachers' choices

TA Schools Only

Use of Program Resources

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

N/A

TA Coordination with the Regular Program

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

N/A

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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;
- ensuring staff are available to meet with parents on most Tuesdays, during Parent Engagement Time.

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 06M189

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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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.	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 #
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		(Refer to Galaxy for FY '15 school allocation amounts.)	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	\$671,442.75	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$223,205.00	X	See action plan
Title III, Part A	Federal	\$42,984.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$4,927,472.00	X	See action plan

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:

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

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

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

Important Note: The following funds may not be consolidated:

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 06M189 School Name: P.S.189

Cluster: 5 Network: 532

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess the 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 include the following:

1. Parents fill out the school's Learning Environment Survey and are supported in this through the interpretation and translation services of the Parent Coordinator, and other bilingual staff.
2. Parents with Hispanic surnames who are enrolling new student admits to the school are given the Home Language Identification Survey. This information is entered on the ATS screen for HLIS. An interview with the parent and the child has been conducted by a licensed pedagogue. The completed HLIS form is placed in the student's cumulative file and remains as a part of the student's permanent record. The school determines within 30 days of a student's enrollment the primary language spoken by the parent and whether language assistance will be needed for the parent to communicate effectively with the school and DOE. The numbers and names of parents who require interpretations and translation services are reflected by the data of the HLIS surveys. We currently have 356 ELLs (31.48% of our total student population), many of whose parents have limited English language ability. Therefore all notices and automated phone messages from the school are sent home, in English and translated into Spanish. Parents are kept well-informed about the school activities and about their children's progress and performance. There are very few ELL students whose home language is other than Spanish or English (10 students from Yemin, 1 Haitian Creole student and 2 students from Africa) but every effort is made to ensure that these parents are also kept well-informed through the translation and interpretation services of trained pedagogues who are fluent in those languages and through the DOE Translation office. Each of those parents have requested school notices and documents in English. The parent coordinator and other licensed personnel are always in attendance at school workshops, meetings, and events in order to translate.
3. The school's population is over 97% Hispanic, although the number of identified bilingual and ELL students is dropping we still recognize the need for translation and interpretation services in Spanish.
4. The school maintains a record of the primary language of each student and this information is maintained in ATS and on the students' emergency card.

5. As part of the school's CEP Planning with the School Leadership Team the school addresses the language assistance needs, including:
- a. regular and timely provision of translated documents through either existing resources or the Translation and Interpretation Unit
 - b. timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education;
 - c. how it will provide those needs
 - d. the budgetary and staffing resources it is devoting to fulfill those needs
 - e. compliance with the notification requirements in Section VII of Chancellors' Regulation A-663.

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

The large percentage of students from Hispanic households (approximately 97%) indicates to us that there is a great need to provide language assistance (translation and interpretation services) in order to help our families feel comfortable, welcomed, respected, and actively involved in our school life. These findings are reported to the school community through Parent Association Meetings, School Leadership Team Meetings, Faculty Meetings.

Part B: Strategies and Activities

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

The school provides the following translation services:

- 1. All appropriate language versions of Department of Education documents which are distributed or electronically communicated to all or substantially all parents within the City containing critical information regarding their child's education, including, but not limited to:
 - a. registration, application, and selection;
 - b. standards and performance (e.g., standard text on report cards);
 - c. conduct, safety, and discipline;
 - d. special education and related services; and
 - e. transfers and discharges.

2. All school documents related to Student Specific Issues including but not limited to students':
 - a. health;
 - b. safety;
 - c. legal or disciplinary matters; and
 - d. entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program.
3. All school documents related to:
 - a. School Meetings
 - b. School Events
 - c. School News
 - d. School Announcements

Written translation services are provided by in-house personnel, such as Parent Coordinator, Secretary, and/or bilingual teachers. There are funds allocated through Title III that we use for translation services provided by the Department of Education Translation Services Unit and private vendors.

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

Oral interpretation services are provided by in-house personnel, such as Parent Coordinator, bilingual secretaries, Office Manager, supervisors, aides and/or bilingual teachers.

All Parent Workshops provide for a bilingual staff member (i.e., Parent Coordinator) to translate throughout the entire session.

Bilingual personnel, including Parent Coordinator, are available during all Open School Week Parent-Teacher Conferences.

All Open Houses and Orientation Sessions for families provide for bilingual translation and interpretation. There are funds allocated through Title III that we use for interpretation services provided by the Department of Education Translation Services Unit and private vendors.

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

The School will fulfill Section VII of Chancellor's Regulation A-663 by:
providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will obtain translated versions of this document, in the covered languages, through <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/default.htm>.

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

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

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

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

**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 6	Borough Manhattan	School Number 189
School Name PS 189		

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 Theresa Luger	Assistant Principal Johanny Grullon
Coach Susana Corporan	Coach Bielka Cruz
ESL Teacher D. Phipps, ESL Teacher	Guidance Counselor Mercedes Betancourt
Teacher/Subject Area D. Bracero, Bilingual Teacher	Parent Rosa Sanchez, PTA President
Teacher/Subject Area Sugel Sierra, RTI	Parent Coordinator Silvia Suero
Related Service Provider Mona Pupps, Speech	Other J. Estevez, A.P
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	10	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	10	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1049	Total number of ELLs	284	ELLs as share of total student population (%)	27.07%
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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
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	2	1	1	1	1								7
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained		1	1		1									3
Push-In	7	11	11	11	11	11								62
Total	8	14	13	12	13	12	0	72						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	284	Newcomers (ELLs receiving service 0-3 years)	235	ELL Students with Disabilities
SIFE	7	ELLs receiving service 4-6 years	49	Long-Term (completed 6+ years)
				1

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	109	7								109
Dual Language										0
ESL	122			50			1			173

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	231	7	0	50	0	0	1	0	0	282
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	26	42	25	19	27	26								165
SELECT ONE														0
SELECT ONE														0
TOTAL	26	42	25	19	27	26	0	165						

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

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	10	33	35	29	43	17								167
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic	2	1			1									4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
TOTAL	13	35	35	29	44	17	0	173						

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)	6	7	5	15	21	17								71
Intermediate(I)		24	31	16	26	14								111
Advanced (A)	6	34	28	25	23	27								143
Total	12	65	64	56	70	58	0	325						

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	55	5	1	0	!Und
4	25	8	0	0	
5	17	15	1	0	
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	25	20	7	2	0	1	0	0	
4	15	14	5	3	0	1	0	0	
5	9	16	8	1	4	0	1	0	
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	4	10	7	7	7	3	1	
8									

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	5	20	17	0				
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 assessment tools used to assess the early literacy skills of our ELL students K-1 are Dynamic Indicators of Basic Early Literacy Skills (DIBELS NEXT) and Text Reading Comprehension (TRC) for English assessment.
Currently, the DIBELS Instructional Recommendation for our present Kindergarten shows that 85 students are well below benchmark, 33

students are below benchmark, and 59 are at a benchmark level.

In 2012-2013 beginning of the year data for kindergarten shows that 56 students were well below benchmark, 30 were below benchmark, and 79 students were at benchmark. By the end of the school year, 25 students were below benchmark, 38 students were below benchmark, and 107 were at a benchmark level. First grade data shows that in the beginning of the year, 105 students were well below benchmark, 19 were below benchmark, and 55 were at a benchmark level. At the end of the year, 50 were well below benchmark, 30 below benchmark, and 100 at benchmark level.

The data shows that our students are making progress in both Kindergarten and Grade 1. The DIBELS assessment tests speed, accuracy, and phonemic awareness, however, it does not assess student comprehension rates. Since ELLs will naturally slow down when applying comprehension strategies, we have been focusing on increasing comprehension and fluency through vocabulary instruction and guided reading practices.

In order to gauge comprehension, we administer Text Reading Comprehension, which has enabled teachers to accurately assess ELLs reading levels and also design instruction to increase their reading level by utilizing running records. A K-5 Spanish counterpart is also used to assess students' native language literacy skill acquisition, as well.

Based upon the current DIBELS data, grades K-1, student performance is increasing and more children are meeting the grade benchmarks. This trend is supported by the high frequency of assessments which enables the teacher to adjust instructional programs to meet individual needs of students. These assessments have demonstrated student growth through quantitative data gathering. Teachers have used this data to group students and differentiate instruction to support individual needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

This year data patterns across proficiency levels on the LABR and NYSESLAT demonstrate that our ELL students have shown progress moving up the proficiency ladder. In Spring 2012 a total of 76 students out of 420 students, passed the NYSESLAT, 15 in Kindergarten, 10 in First grade, 16 in Second, 3 in Third, 17 in Fourth and 15 in Fifth, as compared to a total of 45 students, who met proficiency in 2011. Overall, from Grades K-5 there are 155 advanced ELLs, 115 Intermediate ELLs, and 74 Beginner ELLs. The data shows that we have a decreasing population of beginning ELLs, however, our ELLs are having difficulty moving from advanced to proficient. Currently, we have 35 first graders who scored advanced, 28 second graders who scored advanced, 25 third graders who scored advanced, 23 fourth graders who scored advanced, and 27 fifth graders who scored advanced. We have addressed the needs of advanced students by grouping them within heterogenous classes. This benefits these students because they will be able to acquire language from proficient peers, as well as, native speakers. In addition, the ESL teachers provide one cluster coverage to the entire class, where ESL methodologies are implemented and students have an opportunity to receive instruction that addresses and utilizes all language modalities (listening, speaking, reading, and writing). Based upon these results and implementation of Common Core Standards, teachers explicitly plan instruction that require students to provide evidence from the text to support their opinions and answers (first orally then written). The current instructional program provides students multiple opportunities to be exposed to complex text that promotes critical thinking and leads to writing that is dependent on these texts as prescribed by the Common Core Standards. We address the needs of our intermediate and beginner level students by ensuring they receive the mandated number of minutes for ESL instruction and providing them with rigorous and differentiated instruction in literacy. Analysis of 2010 and 2011 NYSESLAT data, demonstrated that our ELLs were having difficulty in the Reading/Writing modality, therefore we continue to emphasize on the implementation of explicit writing instruction, that leads to writing products that are derived from meaningful discussions.

This instruction will enable our ELLs to learn and utilize strategies that will strengthen their writing and enable them to progress into higher levels of English proficiency

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](#))

At this time we do not have the data required to provide an accurate response.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Results of the ELA and NLA, for our ELLs are as follows: Over all, of the students who administered the ELE, 11% scored within quartile 1, 48% scored within the quartile 2 and the remaining 40% scored within the third quartile. ELA data revealed that out of the 127 ELLs tested in grades 3-5, 98% scored a level 1 or 2. In comparing the data we found that; those taking the ELE were more proficient in Spanish than the ELLs taking the ELA were in English (40% scored Level 3 or above in the ELE as opposed to 2% on the ELA). Of the 33 ELLs tested on the ELA in Grade 4 and 5, 2% or less scored 3 or above, the data is similar for the 61 third graders taking the ELA.

Results of the Mathematics Exam for our ELLs are as follows: ELLs taking the State Mathematics Exam in their Native Language

(Spanish) scored as follows: Students scoring below a level 3 in Grade 3 and 4, 99% respectively and in Grade 5, 77% scored below a level 3. Similarly, students taking the exam in their native language scored as follows: 99% of 4 and 5 grade students scored below a level 3 respectively. 87% of the students in grade 3 scored below a level 3. In comparing the data, we found that our ELLs examined in English are performing within the same range as our ELLs in TBE.

Results of the Science exam for our ELLs is as follows: Of the 25 ELL students tested in Grade 4 in English, 40% scored 3 or above. The breakdown is as follows: 20% scored a Level 1, 40% scored a Level 2, 28% scored a Level 3, and 12% scored a Level 4. As compared to the students in TBE and who took the exam in Spanish, who scored 21% Level 1, 36% Level 2, 36% Level 3, and 7% scored a Level 4.

The data reveals that the school must put more effort in providing our ELLs with instruction that will prepare them to meet Common Core Learning Standards. As a result, we have put into place several programs that will allow us to better serve our ELL students, such as, Basic Writing and Afterschool Super Tutoring. In addition, we have hired two teachers to provide students with intervention both in English and Spanish.

b. School Leadership and teachers analyze the data of the periodic assessments, including predictive and interim exams during their PLTs. They find trends and tailor instruction based on the needs of the ELLs. For example, from an error analysis, teachers can ascertain what type of text and what types of questions children are having difficulty with. They can then plan on ways of addressing these difficulties. From the periodic assessments, it is clear that our ELLs have difficulty reading complex text, particularly nonfiction texts, and with complex questions that require high levels of comprehension.

c. For those children in TBE, this type of text and these types of questions can be practiced in the native language and then scaffolded in English. Instructional strategies such as the use of cognates and translanguaging are frequently utilized to provide ELLs with an opportunity to use their native language to access learning in English.

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](#).)

Our school uses a variety of data to inform our instruction for ELLs. We use DIBELS, TRC IDEL, EL SOL, Benchmark Running Records, NYC assessments, NYS ELA and Math assessments, and in class formative assessments to guide our instruction for ELLs. We analyze the data both at the classroom and school level to observe trends and patterns, we then consider the corresponding adjustments needed to strengthen the instructional core and supplemental supports, as they relate to ELLs. We implement the 3 Tiered RTI Model where the Tier 1 is the classroom teacher who provides daily instruction that meets the majority of students' needs. The Tier 2 consists of targeted intervention and instructional support for a smaller subset of students. Our AIS staff pushes in and provides these services for our ELLs. Additionally, we also have our paraprofessionals who reduce the groups of students in the classroom and provide targeted intervention for students with varied language needs. Furthermore, both our Reading Interventionist and our Literacy Coach provide Tier 2 services to students based on assessment data. The Tier 3 is individualized, specialized instruction for students with persistent difficulties. Our Tier 3 is usually delivered by our Special Education Specialist who provide at risk students with more intensive support and intervention. We have also developed an intervention program for SIFE students where they receive targeted support in beginning literacy skills in their native language. This support allows them to receive supplemental instruction in crucial foundational literacy skills. In addition, we've identified students based upon the data systems mentioned above who require assistance in accessing grade appropriate complex text. These students receive instruction in a small group afterschool on utilizing strategies that promote critical thinking, interacting with text, and production of writing in the genres prescribed by the Common Core standards (ie. opinion and informative writing).

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

We are constantly monitoring students' second language development through the use of formative assessments, such as, Indicadores Dinamicos en el Exito de la Lectura (IDEL), Spanish Text Reading Comprehension (TRC-Spanish running records), El Sol, and informal teacher observation. Teachers analyze data and plan instruction that includes necessary scaffolds to ensure student progress. The school has a partnership with the New York Public Library and is constantly seeking texts that can be used to support students in their native language and transfer knowledge when receiving instruction in English.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

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

We are constantly evaluating the success of our ELLs so as to make instruction better and their learning and performance more successful. This is the job of the PLT, the school leadership, and individual teachers. Special help is given to this population in the form of ESL, AIS and paraprofessional tutoring and these members of our staff frequently articulate with the classroom teachers about progress, failures, strategies that worked and those that didn't. We also use portfolios, rubrics and performance assessments to get a clearer picture of student strength and need and we use these and other observational techniques to know what our students need.

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](#).)

The following steps are taken for the initial identification of those students who may possibly be ELLs. First, in order to properly screen our students at registration, the ESL Supervisor, or a licensed, trained pedagogue, is immediately available to ensure that the HLIS is completed correctly. As the parent fills in the registration forms, this pedagogue interviews the parent and assists in completing the HLIS in the home language to determine whether it is a language other than English. The ESL Supervisor, J. Grullon, or pedagogue, analyzes the form to determine if the child is eligible for LAB-R testing. If the child has a home language other than English, the child is screened using the LAB-R assessment, if not immediately, then within ten days of initial entrance into the school. Should the child pass the screening, he/she is determined to be English proficient, placed in a mainstream classroom and will not be entitled to ESL services. On the other hand, should the child not pass the LAB-R, he/she is determined to be an ELL and is entitled to services. (The ESL personnel hand-scores the test and entitlement for ELL services is determined based on the student's LAB-R score.) Additionally, if the child is a Spanish speaker, he/she will also be given the Spanish LAB assessment to determine language dominance and native language literacy abilities. At this point in the identification process, the parent of the eligible child views a video in his/her native language which presents the three choices offered by the NYC Department of Education: Transitional Bilingual Education (TBE), Dual Language (DL) and Freestanding ESL (ESL). After viewing the video, the ESL Supervisor interviews the parent and answers questions about the three choices, providing information about current research into second language acquisition and academic success. The parent is then asked to indicate their preference in programming and they fill out and sign the Parent Survey/Program Selection Form form with their three selections indicated. If for some reason the parent does not choose, then the child will automatically be placed in a TBE. If there is no bilingual class in the child's native language, the parent is advised that if there are 15 students in two contiguous grades requesting a bilingual class, then such a class in that language will be opened in the school, thus meeting the needs of the community. In the interim, that child will be placed in a free-standing ESL program. Both the LABR and Spanish LAB handwritten scores are kept on file in the ESL Supervisor's office.

The following steps are taken to insure that all ELLs in our school are annually evaluated using the NYSESLAT. The ESL Supervisor keeps a record of all ELL students who are in the school, including all new admit and transfer students. The ESL Supervisor works closely with the Pupil Accounting secretary to ensure that every student who is admitted and/or discharged to and from the school is accounted for daily. The ESL Supervisor works closely with the Testing Coordinator to ensure that all ELL students have been properly identified and tested accordingly with the NYSESLAT. The NYSESLAT is administered to all eligible students during its specified time-frame.

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.

There are many structures in place to ensure parents are informed of the three program choices (Transitional Bilingual Education, Dual Language and Free-Standing ESL) offered through the New York City school system. Our outreach plans allow us to effectively communicate the program choices to parents within the mandated timeframe. We follow the ELL Identification Process: the students are screened; if required, they are given the initial assessment within the first 10 days of enrollment, and placed in a program based on parental choice. In order to make certain that the student is properly placed in a program; we have organized our communication system to make sure that our parents understand the ELL Identification process and the three program choices. If the LAB-R was administered at the time of registration, the ESL Supervisor discusses the results with the parent at that time. If the student is entitled to ELL services, the ESL Supervisor explains the three program choices, and allows the parent to complete the

Parent Survey and Program Selection Forms. During registration for the Fall 2013 school year, the ESL Supervisor holds parent orientations during which time the Parent Choice video is shown and questions are addressed. Afterwards, the Parent Survey and Program Selection forms are completed by parents with assistance from the ESL Supervisor; program choices within the City are explained, and help is provided to the parents. Additionally, new ELLs' parent orientations are scheduled every other Friday throughout the school year to accommodate late registrants, if they have not received the orientation on the day of registration. When the parent comes to register their student, they meet with the ESL Supervisor, view the video and make their choices. They receive a copy of the NYC Guide for Parents of Students Who Are Learning English. At these parent orientations with the ESL Supervisor, in addition to viewing the parent choice video, discussion of school programs, and completion of selection forms, parents are given a school tour during which time they meet the Parent Coordinator, Mrs. Suero, and learn about the adult classes and workshops offered at our school. In the unlikely event that the LAB-R testing was not able to be done on the initial registration day, it is administered within the first 10 days of enrollment. If the child passes the LAB-R, the parents are notified with the proper non-entitlement letter that states their child is English proficient and is not entitled to receive services as an ELL. If the student does not pass the LAB-R, the entitlement letter, which indicates their child's test results and entitlement to ELL services, is sent home to the parent; along with the Parent Guide, a Survey/Program Selection Form, and an invitation to an upcoming parent orientation. If parents are unable to attend an orientation, they can schedule a meeting, call, or walk-in the school to meet with the ESL Supervisor. ELL parent guides, HLIS, parent choice surveys and forms are given to these parents in their respective home languages. If a parent is unable to speak English or Spanish, a translator is provided through the community to communicate effectively with the parent.

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

Our school has effective outreach structures in place that ensure that the entitlement letters are distributed and the Parent Survey and Program Selection forms are returned completed at registration so the student's can be properly placed in a program. To make certain that Parent Program Selection Forms are returned, the ESL Supervisor is present at registration, holds parent orientations on the day of registration or every other Friday, sends home mandated entitlement letters within the initial 10-day enrollment period, calls parents to make individual appointments and/or to discuss the student's proficiency level, and meets individually with parents that walk into the school. The parents are informed of their child's score on the LAB-R and their entitlement or non-entitlement to ELL services. If the student is entitled to services, and the Parent Survey and Program Selection form is not obtained, then the ELL student is placed in a Transitional Bilingual Program as per CR Part 154. The ESL Supervisor keeps the original returned Parent Survey and Program Selection Forms on file in her office as well as placing a copy in the cumulative folder of each student. The ESL Supervisor keeps a record of all returned letters, logs of calls to parents to attend orientations or to discuss their child's program choices, original sign-in sheets of the orientations, etc.

In order to make certain that all parents are informed of their child's entitlement to ELL services, all attempts are made to reconfirm the previously identified ELLs' program placements with their parents each September. Entitlement letters are given out to every parent in the Fall, which communicate their child's English proficiency level as obtained on the NYSESLAT. These letters are in Spanish and English and communicate to their parents how the students performed on the NYSESLAT in the Spring. The letters that state a student continues to be entitled to ELL services, due to their NYSESLAT score, reconfirm the parent's program choice and student's placement in a program. A copy of the entitlement letter is kept on file in the ESL Supervisor's office. The ESL Supervisor is available to meet with parents or talk via phone in order to discuss the student's placement and level of English proficiency. If the parents change their minds or are not happy with their program of choice, then they meet with the ESL Supervisor and their child's grade supervisor. As a result of their meeting, the children are then placed in the program selected by the parent.

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.

As outlined above, the criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs include following the State LEP Identification Process and consultation and communication activities with parents in their native language. After screening and determining if a newly admitted student is eligible for LAB-R testing, the student is given the test. Using the LAB-R 2012 cut scores, the student's level of English proficiency is communicated to the parent. All of our correspondence is bilingual, in English and in the parent's native language. For newly admitted students, the parent is told whether their student is at a beginner/intermediate or advanced level. After consultations and communication with the parent, the newly admitted student is placed in a bilingual or ESL instructional program according to the parent's informed choice. Parents of previously identified ELL students are notified of their child's performance on the NYSESLAT. If the student passed the NYSESLAT, the parents are notified that their child is English proficient and no longer entitled to ELL services. If their child did not pass the NYSESLAT, the parents are notified of their child's English Proficiency level according to the NYSESLAT, and the child remains in the ELL program in which he/she is currently enrolled. If the parents change their minds or are not happy with their program of choice, then they meet with their child's grade supervisor and ESL Supervisor. As a result of their meeting in the parent's native language, the child is then placed in the program selected by the parent. If the parent speaks a language other than English or Spanish, a

translator from the child's family or the community is available to translate for the parent.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The school takes several steps to ensure that all ELL students are administered all sections of the NYSESLAT each year. First, the ESL Supervisor keeps record of all new admits and transfer students through the year. Using the LAB-R cut scores and with consultation with the parents, the students are placed in the program of the parent's choice. The students who have been identified as ELLs, as per the LAB-R are tested on all sections of the NYSESLAT. All other ELL students are identified using data from reports such as the RNMR (Nyseslat Modality Report). These students are administered the NYSESLAT within the time frame prescribed by the State. Records are kept to identify students who are absent for a section of the test. The Family Worker or Guidance counselor reaches out the the family to inquire about the absence and ensure that the child will be returning to school. The child is administered the section within the testing window prescribed by the State.

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. 

After review of our Parent Choice Forms for new admits over the past years, the trend in program choices has shifted. More parents are requesting an ESL program over a bilingual program for their child. According to Basis 10-11 data, there were 75 entitled ELL students in Kindergarten; 45 parents chose bilingual and 30 chose an ESL program. The Basis 11-12 data reveals 77 Kindergartners entitled to ELL services, 51 families chose an ESL class, while 26 chose a bilingual program. Additionally, as illustrated above, there has been a trend of fewer incoming Kindergarten students being entitled to receive ELL services. A review of the HLIS for incoming (13-14) Kindergarten students shows that a majority of our students are coming from local pre-kindergarten programs where the dominant language of instruction is English. In the 2011-12 academic year, out of 145 incoming K students who were eligible to take the LAB-R, 74 of the students were identified as ELL students. This year, only 114 Kindergartners were eligible for testing, 40 students were deemed to be entitled to ESL services, of these, 28 parents chose TBE as their program of choice. The Kindergarten trend of favoring TBE or ESL, therefore, seems to fluctuate from year to year. At Parent Orientations and individual discussions at registrations, parents have been presented with the research that transitional bilingual and Dual Language programs are beneficial to the academic growth and future career of their child. Nevertheless, parents voice that their child can learn Spanish in the house and English at school. We will continue to educate parents on the difference between academic language and social language and the benefits of Dual Language and transitional bilingual education at our orientations and by giving parents take-home literature. Due to a parental lack of interest in Dual Language, and demand for ESL and TBE programs, our school has been unable to reimplement a Dual Language program this year. As the children in monolingual classes get promoted, they stay in the ESL program. Students who start in bilingual classes generally remain in bilingual for two-three years and then transition to a monolingual class, depending on their proficiency as per the NYSESLAT, how ready they are for an all- English program and parent request. Therefore, we rarely need more than two bilingual classes on a grade level after the second grade. This year, only first grade has two transitional bilingual classes.

This data demonstrates that many students are coming to Kindergarten with English language skills. This September, only 12 students' parents requested ESL, three students' home language is Arabic and one student's home language is Mandarin. The remaining students' home language is Spanish. These parents voiced that they would like their children to continue on the same instructional continuum that they had in Pre-K, therefore choosing to have their child's instruction all in English and participate in the ESL program. We also have children coming from local daycares where the language of instruction is English only.

The program models offered at our school are aligned with parent requests. We have one bilingual class in Kindergarten, two in First grade, and 1 bilingual class in 2nd, 3rd, 4th and 5th grades to accommodate our parents' choices. Since our parents are choosing to have their children placed in either a transitional bilingual program or ESL program with the goal of English proficiency, we have 6 teachers certified in ESL in our school and 21 teachers certified in Spanish Bilingual Education. We are constantly seeking "highly qualified" ESL and Bilingual Teachers, so that we may continue to service our ELL population in accordance with parental choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. In order to provide our students with the mandated ESL instruction and to ensure that students receive instruction in a manner that promotes their learning, we utilize various organizational models. The organizational models in our school are ESL Push-in and Pull out, ESL Heterogenous, ESL Heterogenous, ESL Self-Contained, and Transitional Bilingual Spanish/English. Transitional Bilingual Classes are organized by grade. The number of classes is determined by the number of ELL students whose parents choose to have their students participate in a bilingual program. Currently, we have one bilingual class in Kindergarten, two in First grade, and 1 bilingual class in 2nd, 3rd, 4th and 5th grades. We have 3 self-contained ESL classes, one in 1st grade, second grade, and 4th grade. We have 2 ESL teachers who push-in/pull-out homogenous groups to service the remaining ELL students in monolingual classes K-5th. In addition, the ESL teachers provide approximately one period of ESL instruction per week in heterogeneous groups.
 - 1b. The programming model for our transitional bilingual classes is heterogeneous by grade, containing students of mixed proficiency levels on the same grade level. The self-contained ESL classes are grouped by grade with heterogeneous proficiency levels. Our Push-in ESL program K-5 is organized by grouping students according to grade and proficiency levels. Instruction is throughout the school day. The ESL teachers push-in during literacy, writing and content area instructional time and support classroom instruction. Students are serviced in small differentiated groups based upon their proficiency levels. In addition, the ESL teachers provide approximately one period of ESL instruction per week in heterogeneous groups.
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)?

Our staff is organized to ensure that the mandated number of instructional minutes is delivered in each program model as per CR Part 154. Our classes are structured to accommodate the needs of our ELL students. We have fully licensed, highly qualified ESL and bilingual teachers. All the teachers in the TBE classes possess a Bilingual Common Branch license. Our bilingual teachers demonstrate strong academic language proficiency in English and Spanish. The teachers continue to receive professional development opportunities through the CFN as well as school initiatives in content and pedagogy.

 - 2a. All of our ELL students are serviced. Our Beginning and Intermediate students receive 360 minutes of ESL Instruction per week. Our Advanced students receive 180 minutes of ESL instruction per week. ESL instruction is during literacy, writing and content area instructional time throughout the day in monolingual and self-contained classes. In TB classes students receive daily ESL instruction for at least 360 minutes per week .Explicit ELA instruction is delivered to all ELL students. ELLs in monolingual and Self-Contained classes participate in a daily 90 minute literacy block. Advanced ELL students in TB classes receive at least 45 minutes daily in ELA.

NLA is delivered in all our TB classes. Students in TB classes receive 180 minutes (weekly) of NLA instruction as per CR Part 154.

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.

3. In our monolingual and self-contained classrooms the content areas are delivered in English. ESL teachers push-in/pull-out and support instruction by integrating ESL methodologies to ensure that the content is comprehensible to ELL students and that instruction is aligned to CCLS. The organization of the Transitional Bilingual classes includes a 60/40 instructional plan with 60% of the instruction given in the native language and 40% in English, which meets the Part 154 mandates. The percentage of instruction is differentiated based on the student's ELL proficiency level as outlined above. Instructional approaches and methods for transitional bilingual classes are aimed to enrich language development and make content comprehensible. Instruction is in place to facilitate the transfer of students' skills from Spanish to English while building on the first language to develop cognition. Content-based vocabulary and academic language is reinforced through the use of cognates and instructional strategies that help transfer academic knowledge, comprehension and phonetic skills. All of this is in aid of developing academic language in the content areas.

In all grades children participate in a language arts curriculum that is aligned Common Core State Standards (CCLS) Our CCLS curriculum embeds the instructional shifts including the 50/50 use of fiction and non-fiction texts. Since many of our ELLs cannot read grade level material independently, we use a shared reading approach because we realize the need for them to be exposed to grade-level text and to participate both orally and in writing with grade-level text with the proper scaffolding. The instructional practices that support this type of literacy model include whole class and small groups, word study, read aloud, guided reading, shared reading with accountable talk, book clubs, conferencing, modeled writing, and guided writing and strategy lessons. There is an emphasis on frequent formal and informal assessments in the native language, Spanish, as well as English. Students are assessed using EL-SOL, DIBELS, MClass 3 in Spanish, Aussie Benchmark in Spanish, running records in Spanish, interim assessments in Spanish and Periodic assessments in Spanish. Students complete Unit Performance Tasks and receive guided reading instruction in their native language. Materials used include Spanish guided books and Spanish language literature. Students are grouped for instruction based upon their instructional level in Spanish. Groups are dynamic and students move in and out of groups depending upon teacher continuous evaluation. These groups are flexible to allow for maximum support to children and their academic growth. Teacher assessments used include: unit assessments, interim and periodic assessments, Running Records assessments, and informal teacher observations and conferences. Students have access to NLA computer software programs in their classroom.

For the ESL component of the Transitional Bilingual program we use Moving Into English by Harcourt in grades K-5, augmented with related tradebooks. This program is used for children who score in the beginning and low intermediate proficiency level. The program is based upon social studies themes and includes instruction in the four modalities of listening, speaking, reading and writing. Students are placed in flexible groups according to their proficiency levels and move based upon teacher evaluation. For K-5 students who score in the upper intermediate and advanced proficiency levels we use guided reading materials and the ELL materials from the Harcourt Trophies Program as well as other guided reading and grade level texts. Students are placed in dynamic groups based upon instructional levels and proficiency. Students work in small groups to receive the maximum support and guided practice. Our second through fifth grade TB classes participate in Compass Learning/Odyssey, a computer based program for language acquisition, English phonics and a vast amount of reading material in science and social studies for the building of content knowledge with built-in supports for the second language learner.

All students in grades K-5 TB classes receive mathematics instruction using the Go Math! curriculum in Spanish. Students in grades 3-5 use Spanish mathematics computer software programs. All 3-5 grade students in TB classes participate in the New York State Mathematics assessments in Spanish.

The content areas of Social Studies and Science are presented to the children in Spanish and English using ESL methodologies in our K-5 TB classes. Both languages are reflected in the classroom environment: process charts, content charts, word wall, alphabet charts, classroom libraries and evidence of student work. Classes follow the NYCDOE mandates for color coding of language use. The students' instruction in science and social studies is taught in six week content cycles. The first cycle is social studies and the second cycle is science.

Our ESL program is organized as a Push-In Program for grades K-5. Self-Contained ESL classes have been established in Kindergarten and First Grade due to parent choice. The teachers are ESL certified and incorporate ESL methodologies and strategies in their instruction. They utilize the materials from the reading programs, Ready-Gen for K-2, Expeditionary Learning for 3-5, along with the Trophies Harcourt ELL component, Moving Into English, as well as trade books.

The math program, Go Math! is a program which allows for high student engagement through the use of virtual manipulatives, a hands on approach, math discussions, and activities which provide multiple opportunities for deep conceptual understanding of mathematics. In addition, the program uses lots of visuals and it has a Language Support component for ELL students.

The writing program incorporates Step Up to Writing strategies. Step Up to Writing provides the structure that ELL students need to effectively communicate through the modality of writing. Step Up to Writing equips teachers with effective, multisensory writing

strategies, aiming to improve the students' writing, reading, listening, and speaking skills. ESL teachers support the writing curriculum by using Step Up to Writing to work with students in differentiated groups to meet the objectives and expectations for each unit of study. Teachers have received professional development on the use of these materials. The teacher groups children according to instructional levels and language proficiency levels. Instruction is differentiated based upon teacher assessment and student performance. Our Push-in ESL program is organized by grouping students according to grade and proficiency levels. Instruction is throughout the school day. Licensed ESL teachers deliver ESL instruction to ELL students in monolingual classes. These teachers push in during literacy, math, and content area instructional time and support classroom instruction. Students are seen in small differentiated groups based upon their proficiency levels. Explicit ESL instruction is delivered in the self-contained ESL classes and Push-In Program through:

- ESL methodologies
- Enriching materials selected specifically for the needs of ELL students that include computer software and web based programs which are high interest and contextually-bound for better comprehension.
- Licensed ESL teachers
- Instructional strategies that help transfer academic knowledge, comprehension and phonetic skills from the native language to English. Content-based vocabulary and academic language are reinforced through the use of Spanish cognates for our Spanish speaking students so that they may further develop academic language in the content areas.

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

4. We have several methods through which we ensure that our ELLs are appropriately evaluated in their native language. During the initial screening, the Spanish LAB is useful in providing information about language dominance and native language literacy proficiency. Our Spanish speaking ELLs who are entitled to native language testing receive EL-SOL, DIBELS, MClass 3 in Spanish, AUSSIE Benchmark in Spanish, running records in Spanish, interim and periodic assessments in Spanish and unit tests. If they are in TBE, they are entitled to take the ELE to test in their NLA.

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

5. We evaluate our ELLs appropriately in speaking, listening, reading, and writing throughout the year. Teachers provide students with situations in which they are involved in researching information using pictures, documents, articles, and literature. The students discuss and present the information in small groups with their peers, oral presentations to the class, and/or via a written report. Teachers also conduct student/teacher conferences. With ongoing evaluations of students the teachers can identify the need for specific intervention and provide additional instructional support as needed.

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).

6a. In order to accommodate SIFE children, the student's academic level in their native language is assessed using running records. Based upon these results and teacher analysis, we develop an academic intervention program for the child based upon their academic level and age. The student is placed with students of the same age and receives small group or individual instruction by our ESL/ELL intervention teachers and the classroom teacher. The student receives instruction in Estrellita to become fluent in Spanish phonics. Targeted intervention programs for our SIFE students in mathematics, ELA, and other content areas are provided by our ESL, AIS, RTI and Bilingual staff during the day and during our extended day program. The child is given opportunities to use technology, i.e. NLA and Mathematics in Spanish and computer-based literacy ESL programs including Compass Learning Odyssey (for comprehension) and Access Code (for successful decoding with sufficient fluency). Our goal is to maintain the child in the correct grade group and engage the child on his/her instructional level using age appropriate materials.

6b. In order to accommodate ELLs with less than 3 years in school, parents are given the program choices that follow CR Part 154 mandates, as described previously. It is important to provide newcomers with substantial support and rigorous instruction to prepare them for the testing which they are required to take after one year. Newcomer ELLs receive intervention as determined by the students' needs in mathematics, ELA, and other content areas. These services are provided by ESL, AIS, RTI and Bilingual staff during the day and during our extended day program. Students in TB classes are given differentiated instruction to sustain native language literacy growth and support acquisition of the second language. Students in the ESL program receive the required minutes of ESL instruction through small group and differentiated instruction by our ESL staff.

6c. In order to accommodate ELLs with 4-6 years of service, we continue to provide rigorous academic instruction, specified according to each student's needs and proficiency level. Students continue to receive the required minutes of ESL and NLA instruction through small group, differentiated instruction. Students with 4-6 years of service are targeted for intervention based on student needs, focusing on improving reading comprehension, fluency and writing (including Compass Learning Odyssey and Access Code software).

6d. This school year we have no long-term ELLs.

6e. In order to continue supporting those former ELLs which have tested at a Proficient level, teachers continue to implement ELL strategies although the students have mainstreamed into a monolingual classroom setting.

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?

7. ELL students with disabilities are evaluated by our Bilingual Instructional Support Committee. If the committee feels the child requires additional support services, a referral is initiated. In the meantime, the child receives at-risk services by our bilingual IEP teacher, AIS teacher and ESL staff. Students receive support services in ELA, mathematics, and science. They also have access to computer based programs in literacy and mathematics. Our ELL students who are in Self Contained Special Education classes receive instruction modified as indicated on their IEP. These children use the same core material as the rest of their peers. In addition, students may receive academic intervention and Speech services as mandated on their IEP by bilingual staff. Due to new State mandates, those students in English speaking self-contained special education classes who are ELLs receive services from an ESL teacher. Key standards from the Common Core are emphasized within the abilities of the student and cognitive tasks are kept as rigorous as the child's disability will allow. Use of instructional strategies and grade level material which provides access to academic content areas and which help to accelerate these ELLs' lag in academic language and cognition are employed.

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?

8. Our school uses curricular, instructional and scheduling flexibility to meet the needs of our ELL- SWDs in the least restrictive environment. Many of the ELLs from Self-Contained classes are mainstreamed for either reading, math, the content areas or physical education where they are exposed to academic language with peers. We have monolingual CTT classes in grades 1, 3, 4 and 5. ELLs in these classes are in the least restrictive environment for the whole length of their day, except for speech, OT or PT. The ESL push-in teacher is able to provide their services along with the other ELLs in their classrooms. Thus, with two or three teachers in the classroom at one time, flexible groupings are attained. All of these CTT classes provide the same rigorous instruction in the Common Core as their regular counterparts. Fortunately, the Self Contained special education and CTT classes grades 3-5 are adept at using their Smartboards to scaffold and enhance the different learning styles of their students through various software, internet sites, writing partnerships and the like.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

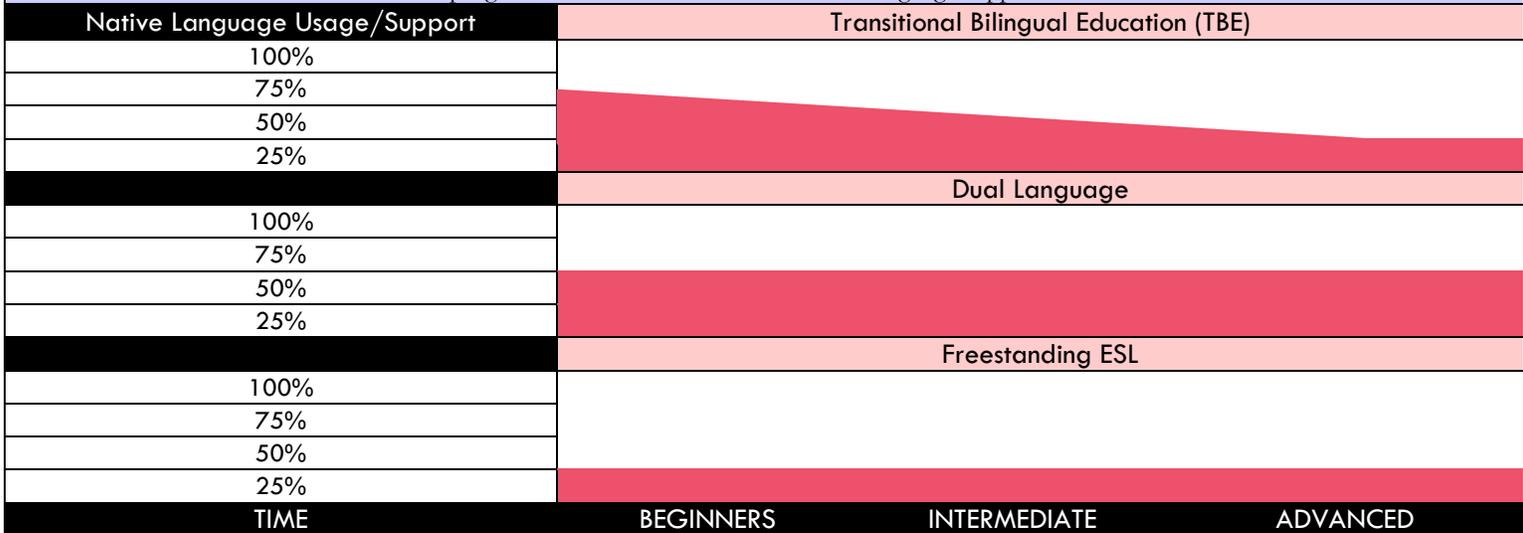
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Targeted intervention programs for ELLs in ELA, Math and content areas are provided to the different ELL subgroups. Our SIFE and newcomer students receive instruction in Estrellita to become fluent in Spanish phonics during the day and during the extended day. All of our ELL students are given opportunities to use technology, i.e. NLA and Mathematics in Spanish and computer-based literacy ESL programs. ELL students in the ESL program receive small group instruction in English focusing on English Language Arts and Writing during our extended day. Students with IEPs receive the services designated by their IEP, in the language designated on the IEP. We target vocabulary development so that they can be 100% infused with academic language.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Students who have reached proficiency on the NYSESLAT within the past two years are provided with additional support during the extended day tutoring program. The students are receiving transitional support in reading and/or writing as determined by the student's individual needs. These students are identified to receive additional support to ensure their success on State and City assessments. Additionally, these students are entitled to extra time on their state examinations because of their former ELL status.
11. What new programs or improvements will be considered for the upcoming school year?
- This year, we added a second first grade TB Spanish class, due to the number of newly enrolled ELLs whose parents chose a TB program. We have also added an ESL self-contained class to first, second and fourth grade. In addition we have hired an intervention teacher to provide ELLs additional support in acquiring the necessary skills in the English Language. During this time ELLs receive rigorous vocabulary development and instruction.
12. What programs/services for ELLs will be discontinued and why?
- This year, due to parental choice for a TB Spanish program, we changed our second grade Dual Language class into a TB Spanish class. Parental choice shows that parents prefer a TB class with the goal of academic proficiency in English, instead of a Dual Language program. We will continue to educate our parents on the advantages of a Dual Language program for next year. After reviewing our NYSESLAT data, we determined that the Title III funds would be used to focus on English reading and writing based on informational text as required by the instructional expectations for integrating the common core state standards. A small group of fourth and fifth graders will also receive additional native language instruction.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. They are invited to attend our extended day program to receive differentiated small group instruction. They are also invited to attend all afterschool programs in our school. This year we are initiating a Native Spanish Language after-school program for those students who would like to enrich their language use by honing their reading and writing in Spanish. Research shows that developing literacy in the native language and bilingual literacy in general promotes greater cognition and higher order thinking skills. Also, preservation of the home language and nurturance of bilingualism is known to expand depth of knowledge.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The TB classes use the Harcourt Trofeos reading program which includes the five components of reading. This program is parallel to the instruction given in the monolingual classes. Further, our work with the CCSS has initiated a more thematically-based curriculum using trade books and adding more non-fiction texts. Also, our emphasis on leveled independent reading is adding a focus to grade level texts through shared reading and read alouds. This is due to the fact that many of our ELLs cannot read grade level material independently but need to be exposed to it and to participate both orally and in writing with grade-level text. The instructional practices that support this type of literacy model include whole class and small groups, word study, read aloud, guided reading, shared reading and accountable talk, conferencing, book clubs, modeled writing, and guided writing and strategy lessons. There is an emphasis on frequent formal and informal assessments in the native language, Spanish, as well as English. Students are assessed using EL-SOL, MClass 3, DIBELS, AUSSIE Benchmark in Spanish, running records and Trofeos holistic and unit tests and interim assessments.
- In grades 4 and 5 students receive native language instruction in literacy using Harcourt Trofeos and units of study from Accelerated Literacy in writing. Students complete unit portfolio pieces and receive guided reading instruction in their native language. Materials used include Spanish guided reading books and Spanish language literature. Students are grouped for instruction based upon their instructional level in Spanish. Groups are dynamic and students move in and out of groups depending upon teacher evaluation. These groups are flexible to allow for maximum support to children and their academic growth. Teacher assessments used include: theme tests from Trofeos, interim assessments, Running Records assessments, and informal teacher

observations and conferences. Students have access to NLA computer software programs in their classroom.

For the ESL component of the Transitional Bilingual program we use Moving Into English by Harcourt in grades K-5. This program is used for children who score in the beginning and low intermediate proficiency level. The program is based upon social studies themes and includes instruction in the four modalities of listening, speaking, reading and writing. Students are placed in flexible groups according to their proficiency levels and move based upon teacher evaluation. For K-5 students who score in the upper intermediate and advanced proficiency levels we use guided reading materials and the ELL materials from the Harcourt, Trophies Program as well as other guided reading and grade level texts. Students are placed in dynamic groups based upon instructional levels and proficiency. Students work in small groups to receive the maximum support and guided practice. Our second through fifth grade TB classes participate in Compass Learning/Odyssey, a computer based ESL program for language and content area vocabulary acquisition. This year we are implementing a systematic decoding program called "Access Code" which will allow these second language students to internalize the English sound and spelling system so that they make the transition to English reading more easily. All students in grades K-5 TB classes receive instruction in GO Math in Spanish. Students in TB classes in grades 3-5 use Spanish mathematics computer software programs. All 3-5 grade students in TB classes participate in the New York State Mathematics assessments in Spanish.

The content areas of Social Studies and Science are presented to the children in Spanish and English using ESL methodologies in our K-5 TB classes. Both languages are reflected in the classroom environment: process charts, content charts, word wall, alphabet charts, classroom libraries and evidence of student work. Classes follow the NYCDOE mandates for color coding of language use. The students' instruction in science and social is taught in six week content cycles. The first cycle is social studies, the second cycle is science.

Step Up to Writing is used in grades K-5 to provide the structure that ELL students need to effectively communicate through the modality of writing. Step Up to Writing provides teachers with effective, multisensory writing strategies, aiming to improve the students' writing, reading, listening, and speaking skills.

All students receive instruction in Everyday Mathematics in the language of instruction. The materials are available in Spanish and English. All 3-5 grade students participate in the New York State Mathematics assessments.

In grades 3-5, all classes (monolingual and bilingual) have grade-specific textbooks and Teacher Kit from Harcourt that meet NYS standards in social studies and science. These are used in conjunction with Rosen Resource Kits and students practice DBQs to support the units of study.

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

Native language support is provided in each model. In TB classes, native language instruction is delivered in literacy, math and all content areas. Students receive instruction in Estrellita to become fluent in Spanish phonics. In literacy, students complete unit portfolio pieces and receive guided reading instruction in their native language. Materials used include Spanish guided reading books and Spanish language literature. Students are grouped for instruction based upon their instructional level in Spanish. Groups are dynamic and students move in and out of groups depending upon teacher evaluation. These groups are flexible to allow for maximum support to children and their academic growth. Teacher assessments used include: theme tests from Trofeos, Running Records assessments, and informal teacher observations and conferences. Students have access to NLA computer software programs in their classroom. There is an emphasis on frequent formal and informal assessments in the native language, Spanish. Students are assessed using EL-SOL, E-CLAS-2, running records and Trofeos unit tests. All students in grades K-5 TB classes receive instruction in GO Math in Spanish. Students in grades 3-5 use Spanish mathematics computer software programs. All 3-5 grade students participate in the New York State Mathematics assessments in Spanish. The content areas of Social Studies and Science are presented to the children in Spanish and English using ESL methodologies in our K-5 TB classes. Both languages are reflected in the classroom environment: process charts, content charts, word wall, alphabet charts, classroom libraries and evidence of student work. Classes follow the NYCDOE mandates for color coding of language use.

Native Language Support is delivered in self-contained and Push-In ESL programs as needed to facilitate the transference of the students' academic skills and knowledge from Spanish to English. Content-based vocabulary and academic language is reinforced through the use of cognates and instructional strategies that help transfer comprehension and phonetic skills from their native language to English.

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

ELL students' receive their required services and these services support the students' needs to acquire proficiency in English and achieve academic growth on their grade level. The resources used in monolingual and bilingual classrooms correspond to the ELLs' ages and grade levels, as do the resources used by our ESL, AIS and required services staff. With the help of Smartboards in Grades 3-5, students are taught in a developmentally appropriate manner using high interest materials for lower level readers, engaging lessons, software, and exposure to the key standards of the Common Core.

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.

Our school assists newly enrolled ELL students before the beginning of the school in a variety of ways. If the newly enrolled ELL student was on our register at the end of the year, that student is invited to attend our ELL summer school program designed to foster academic growth and increase English language. All parents are encouraged to attend parent orientations for newly enrolled ELL students to learn about the program their student will be enrolled in and the academic, attendance and behavior expectations for the students in the school.

18. What language electives are offered to ELLs?

We are an elementary school Kindergarten through Fifth grade. Based on parental choice and the number of our students' whose home language is Spanish, we offered Spanish/English Transitional Bilingual classes

19. For schools with dual language programs:

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

C. Professional Development and Support for School Staff

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

1. Professional Development and Support for School Staff

High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children at PS189 to meet the State's student academic standards. The following Professional Development plan is in place for our staff to support ELL performance:

- Professional Learning Teams in grades K-2 review their ongoing analysis of running records
- Professional Learning Teams grades K-5 study and align the reading, writing and content area Common Core State Standards with New York State and City standards
- Professional Learning Teams grades 3-5 develop Performance based Tasks and Assessment exemplars to address the writing proficiency needs of ELL students; mainly the development and organization of a writing pieces
- All Teachers in grades 3-5 integrate speaking and listening components from the Core Standards into peer and class discussions, focusing on sharing information and opinions

2. Math Coach provides support to bilingual and monolingual teachers in the rigorous implementation of NYC core mathematics program and Common Core Math Learning Standards including: Math Exemplars, Math Conferences and unit instructional and assessment timelines

- Literacy Coach provides support to bilingual and monolingual teachers in the rigorous implementation of NYC core reading program and Common Core Learning Standards including: Performance Tasks, Performance Tasks Assessments, Interim Assessments and unit instructional and assessment timelines
- Selected teachers have participated in Sheltered Instruction Observation Protocol (SIOP). These teachers will turn-key to Bilingual and ESL licensed teachers, as well as, serve as labsites to provide demonstration of implementation. This year we will focus on integrating the Preparation and Building Background Knowledge components into the new Common Core aligned curriculum being implemented currently.
- K-3 bilingual teachers will receive training on Estrellita Reading Program. Estrellita is an accelerated, systematic, beginning Spanish reading program. It encompasses instruction in explicit phonemic awareness, phonics, and fluency. It is a supplementary program to the core curriculum. The program includes ongoing progress monitoring to inform student instruction.
- ESL teachers will attend Unpacking NYSESLAT: Instructional Implications for ELLs in order to develop data driven instruction for ELLs based on their NYSESLAT performance

3. Our guidance counselors and assistant principals are knowledgeable and up-to-date on the various choices and preparations that ELL students as they transition from the elementary to middle school setting. The assistant principals and guidance counselors assist students and parents with the application process, and facilitate the attendance to fairs and visits to prospective schools. Teachers provide our 5th ELL students with a rigorous curriculum to prepare them for the for a successful middle school academic transition. The ELL coordinator will attend Professional Development on ELL strategies in a middle school content area curriculum and turn-key the information in the upper grade professional learning team.

4. An ELL Specialist consultant provides our non ESL, non bilingual licensed staff receives a minimum of 7.5 hours in ELL specific professional development in the following areas:

- social and academic language; the role of the first language in second language acquisition
- vocabulary development for ELLs
- strategies for the teaching of reading and writing to second language learners
- use of technology with comprehensible input to support second language learning
- Conferencing in reading and writing, and guided reading

This year we have also added training of integration of the SIOP model into the new common core aligned curriculum. In addition, our special education teachers attend professional development in IEP goal writing and implementation.

We have used time for training during our professional development days, during our PLTs and also during school time. Since our school has a large number of ELLs, we are constantly trying to meet their needs to help them be successful in their academic careers.

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?

P.S. 189 provides many opportunities for parents to be involved in their child's education and become a part of the school community. As stated in the previous section, parents of newly admitted ELLs are invited to attend an orientation session with the Assistant Principal Ms. Grullon, informing them of the ELL programs, adult classes and the school environment. Open House for all grades are held in September to inform parents of school and regional policies, procedures and mandates. In addition, parents of ELLs are invited to attend a special meeting where they are informed of policies and programs pertaining to the needs of their children. To further address the needs of our parents and to promote ongoing communication between them and the school, we offer translation services in several languages. Our Parent Coordinator and Parent Leaders translate English-Spanish documents as necessary. Additionally, we have new computer software which enables office staff and others to translate. When needed, we avail ourselves of translators and interpreters from the DOE Vendor List. In the recent past, we have had Korean, Chinese and Arabic translators for parents, teachers and students. The Parent Coordinator fosters a welcoming school environment for parents and is instrumental in organizing parent workshop and activities that help support the school's educational program. Weekly workshops on curriculum, parenting, and life skills are offered to all parents. Monthly PTA meetings are scheduled and highly attended by the parents. Our school partners with community based organizations to offer on site adult ESL classes for beginner and intermediate levels and Citizenship classes. All meetings and correspondence are provided in English and Spanish, including monthly school newsletters and calendars that list all the ongoing workshops, meetings and events. These participation meetings, events and classes take place during and after the school day and on Saturdays. Parents are members on many school committees, including the School Leadership Team, Safety Committee and Learning Leaders Volunteer Program. Furthermore, parents are involved in fundraising activities to support student events and resources for the school. Our school evaluates the needs of our parents by issuing parent surveys, open discussion parent meetings with the PTA and school administration, new student ELL parent orientations, parent/teacher conferences, and the constant availability of our guidance counselors to meet with parents. Our school's parent workshops, classes and events are devised out of parental needs as expressed through the above listed means of communication within the school community. Currently we offer two educational programs for the parents, LEAP and Literacy, Inc. We also have partnered with several Community Based Organizations to provide parents and students with extra support services. Among these CBO's are Literacy Inc., UNIDOS Inwood Coalition, Time Bank and World Vision.

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: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Theresa Luger	Principal		1/1/01
Johanny Grullon	Assistant Principal		1/1/01
Sylvia Suero	Parent Coordinator		1/1/01
Dorcas Phipps	ESL Teacher		1/1/01
Rosa Sanchez	Parent		1/1/01
Sugel Sierra	Teacher/Subject Area		1/1/01
Dyalma Bracero	Teacher/Subject Area		1/1/01
Bielka Cruz	Coach		1/1/01
Susana Corporan	Coach		1/1/01
Mercedes Betancourt	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Juana Estevez	Other <u>Assistant Principal</u>		1/1/01
Mona Pupps	Other <u>Service Provider</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01



Department of English Language Learners and Student Support

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

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 189</u>	DBN: <u>06M189</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>256</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 24
of certified ESL/Bilingual teachers: 15
of content area teachers: 9

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:

Rationale: AMAO data for 2013-2014, shows that as a school, we are not meeting AMAO target 2 (levels of proficiency). Therefore, based on the performance of English Language Learners in grades 1-5, we have identified reading and writing as the modalities in which students require additional instructional support. In order to provide students with supplemental instruction we have created 2 afterschool programs that will run in the winter and spring.

Winter After-School ELL Enrichment Program:

Subgroup: We have identified 91 English Language Learners in grades 2-5 who have scored an Advanced proficiency levels on the Spring 2014 NYSESLAT. These students have been in an English school system for more than one year. Among the 91 English Language Learners designated as Advanced, as per the 2014 NYSESLAT are 19 Fifth Graders, 8 Fourth Graders, 30 Third Graders, and 34 Second Graders.

Schedule and Duration:

We have developed an After-School ELL Enrichment Program that will run for 7 consecutive weeks. During the 7 weeks, there will be 13 sessions lasting 1.5 hours each session, totaling 3 hours per week. The sessions will take place on Wednesday and Thursday from 2:55 to 3:55 pm. The program will begin on October 28, 2014 and end on December 18, 2014. There will be at least three groups with a student teacher ratio of 25 students per 2 teachers (Team)

Language of Instruction: Students will receive instruction in English. Instruction will focus on reading and writing modalities, specifically using informational texts to develop vocabulary, content knowledge and language skills.

Number and Types of Certification of Teachers: Three Bilingual or ESL licensed teachers and 3 Common Branch Teachers will be planning and providing instruction as a team. Teachers will work in pairs (Common Branch paired with ESL) and will alternate Co-teaching model strategies, team-teaching and alternate teaching, as necessary dependent on student need. Student to teacher ratio is 25 students per teacher team (2 teachers). Students will be grouped by grade level.

Types of Materials:

Empire State English Language Arts, Continental Press
Informational Trade Books from BenchMark Education

Part B: Direct Instruction Supplemental Program Information

Spring After-School ELL Enrichment Program:

Rationale:

We have identified 107 English Language Learners in grades 1 and 2 who have scored Intermediate or Advanced proficiency levels on the Spring 2014 NYSESLT. These students have been in an English school system for at least one year. Among the 107 English Language Learners are 43 First Graders and 64 Second Graders. In addition, 50 Kindergartners have been identified as English Language Learners as per the NYSITELL administered in Fall 2014. Among the Kindergartners are 20 Beginners, 18 Intermediates and 12 Advance students.

Schedule and duration:

We have developed a Spring After-School ELL Enrichment Program that will run for 4 consecutive weeks. During the 4 weeks, there will be 12 sessions lasting 1.5 hours at a rate of 3 sessions per week totaling 4.5 hours per week. Sessions will take place on Wednesday, Thursday, and Friday from 2:25 pm to 3:55 pm. The program will begin on April 15, 2015 and will end May 8, 2015. There will be

Language of Instruction:

Students will receive instruction in English. Instruction will focus on reading and writing modalities, specifically using informational texts to develop vocabulary, content knowledge, and language skills. In Kindergarten, language of instruction will be English and will focus on emergent reading skills, i.e. letter/phoneme identification, vocabulary and language development.

Number and Types of Certification of Teachers: 4 ESL or Bilingual licensed teachers and 4 Common Branch Teachers will be planning and providing instruction as a team. Teachers will work in pairs (Common Branch paired with ESL) and will alternate Co-teaching model strategies, team-teaching and alternate teaching, as necessary dependent on student need. Students will be grouped by grade level. Student groups will be atleast 25 students per 2 teachers (Team).

Types of Materials:

Empire State NYSESLAT ESL/ELL, Continental Press
Informational Trade Books in English, BenchMark Education

Winter Saturday Program

Rationale:

Students who are new arrivals to the country and/or students who score a beginner proficiency level require additional opportunities to develop vocabulary and academic language skills.

Subgroup:

We have identified 39 students in grades 2-5 who have scored beginner proficiency levels in either the Spring 2014 NYSESLAT or Fall 2014 NYSITELL. These students have been in an English school system for 1-3 years. Among the 39 students are 11 Fifth graders, 13 Fourth graders, 3 Third Graders, and 12 Second graders.

Schedule and Duration:

We have developed a Saturday ELL Academy that will run for 6 consecutive weeks for a total of 6 Saturday sessions. Each session will be 3 hours, running from 9:00 am to 12 pm. The program will begin on November 8, 2014 and end on December 20, 2014.

Language of Instruction:

Students will receive instruction in English. Instruction will focus on development of Tier 2 vocabulary words through read alouds and shared reading of Folk Tales. In addition, students will have an

Part B: Direct Instruction Supplemental Program Information

opportunity to engage in technology based instruction such as Waggle and Compass Learning.

Number and Types of Certification of Teachers: 2 Bilingual or ESL licensed teachers and a Common Branch Teacher. Teachers will rotate students so that each student spends at least 45 minutes in the computer lab with the Common Branch teacher interacting with Technology in groups no greater than 13 students.

A Supervisor to monitor and ensure program is being implemented as intended and as required by Department of Education regulations.

Types of Materials:

Variety of Folk Tales in English

Waggle and Compass Learning Technology

Spring Saturday ELL Academy

Sub-group:

We have identified 92 students in grades K-2 in Bilingual Classes. These students have not met proficiency levels in either the Spring 2014 NYSESLAT or Fall 2014 NYSITELL.

Schedule and Duration: We have developed a Saturday ELL Enrichment Academy that will run for 8 consecutive Saturdays sessions for the duration of 3 hours. The program hours will be from 9 am to 12pm. The program will begin on April 18, 2015 and end on June 13, 2014. The students will be in groups no larger than 15 students per group.

Language of Instruction:

Students will receive instructions in English. Instruction will focus on developing Tier 2 vocabulary through the use of read alouds and shared reading of narrative and informative texts. In addition, students will have the opportunity to engage in technology based instruction such as Compass Learning.

Number and Types of Certification of Teachers: 6 ESL or Bilingual licensed teachers and 1 Common Branch Teacher. Teachers will rotate students so that each students spends at least 30 minutes in the computer lab with the Common Branch Teacher interacting with technology in groups no greater than 15 students.

A Supervisor to ensure that program is being implemented as intended and as required by Department of Education Regulations

Types of Materials:

Narrative and Informational Trade Books in English, Waggle, and Compass Learning Technology

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

Part C: Professional Development

Begin description here:

Rationale:

In order to provide students with the appropriate scaffolds necessary to make gains in language proficiency, and ensure active student engagement in learning, teachers will receive professional development in focused around Component 3C Engaging Student and 3D Using Assessment in Instruction from the Framework for Effective Teaching with particular focus on ELLs and Former ELL students. During these professional development workshops, teachers will have an opportunity to observe best practices during labsite sessions facilitated by an Education Consultant and collaborating teacher. Following the labsite, teachers will engage in professional conversations to increase student engagement and implement effective strategies with second language learners. Selected Bilingual and ESL certified teachers will be invited to participate as well as Common Branch Teachers.

Schedule and duration: Four 90 minute Professional Development sessions

2 Sessions in October :

10/2/14 Title: Engaging Students in Learning for Grade 2 and 3 (Labsite and Debrief Session)

10/16/14 Title: Engaging Students in Learning for Grades 4 and 5 (Labsite and Debrief Session)

2 Sessions in November:

11/7/14 Title: Using Assessment in Instruction for Grades 2 and 3 (Labsite and Debrief)

11/14/14 Title: Using Assessment in Instruction for Grades 4 and 5 (Labsite and Debrief)

Teachers Receiving Training:

(11) ESL/Bilingual licensed teachers

(20) Special Education and/or Common Branch teachers

Topics to Be Covered:

Labsite/Debrief sessions focusing on Instruction Domain of the Framework for Effective Teaching: Using Effective Strategies to Engage Students in Learning, Questioning and Discussion Techniques and Using Assessments to inform Instruction.

Name of Provider: Professional Development will be provided by ESL/Bilingual Certified Supervisor and Education Consultant- Brian Green , Creative Schools

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:

Rationale: To promote parental involvement and support for students' academic success, ELL parents and their children will be invited to participate in a technology and writing project.

Part D: Parental Engagement Activities

Schedule and duration:

30 Parents will participate in sessions lasting 2 hours each.

Sessions will run for 4 consecutive Saturdays, 5/23/15, 5/30/15, 6/6/15, 6/13/15

Title: Building Memories through the Year with Technology

Topics to be Covered:

Parents and students will develop a calendar using software. Families will add pictures and write text including poetry and cultural anecdotes.

Name of Provider: One Bilingual/ESL certified or Common Branch Teacher

Parent Notification: Notices will be sent home to parents in English, Spanish , Arabic, and Mandarin to promote parental involvement

Rationale: To promote parental involvement and support students' academic success , parents will be invited to partake in workshops focusing on various academic topics.

Schedule: Parent Workshops are about 1.5 hours in duration. The following workshops have been scheduled through out the year:

9/30/14 Supporting English Language Learners

10/23/14 Family Night: Math

12/10/14 Understanding an IEP

1/14/15 Family Night: Literacy

3/18/15 Family Night: Science

5/16/15 Family Night: Social Studies

Topics to be Covered:

Parents are invited to partake in workshops focusing on various academic topics; supporting ELLs, Academic Expectations in Content Areas (Literacy, Math, Science and Social Studies).

Name of Provider: Parent Coordinator

Part E: Budget

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

Allocation Amount: \$42984

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff 	_____	_____

Part E: Budget

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

Allocation Amount: \$42984

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____