

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 89Q</u>	DBN: <u>24Q089</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy	
Total # of ELLs to be served: <u>265</u>	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 15

of certified ESL/Bilingual teachers: 5

of content area teachers: 10

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:

The goal of the 2014-2015 i-Ready after-school program is to improve the language outcomes for English Language Learners in Grades 2-5, through the i-Ready Diagnostic & Instruction program. The i-Ready Diagnostic & Instruction program consists of date-driven, focussed instruction and employs a variety of instructional approaches designed to meet the individual needs of the English Language Learner during a 120-minute, 85 day schedule, Wednesday-Friday 2:30-4:30. The i-Ready Diagnostic & Instruction program will be taught by eight certified Common Branch/ Early Childhood teachers and four certified ELL teachers. The ELL teachers will push into the classrooms;

* Small Group Instruction, including Oral Language

* Targeted web-based instruction

Program Description:

The i-Ready® Instruction delivers engaging and motivational online lessons at each student's level based on results from the online adaptive Diagnostic. Built to address key shifts occurring with the Common Core, online lessons and teacher resources prepare students and teachers for reading. 12 classes.

The goal of the 2014-2015 PS 89 Mondo Newcomers after-school program is to improve the language outcomes for English Language Learners in Grades 2-5, through the Mondo Intervention for Extended Learning and the Rosetta Stone programs. The Mondo intervention programs consist of data-driven, focused instruction and employs a variety of instructional approaches designed to meet the needs of the English Language Learners during a 120-minute, 85 day schedule on Wednesdays, Thursdays and Fridays 2:30-4:30. The Mondo program will be taught by three certified Common Branch and Early Childhood teachers. One ESL teacher will push-in for 40 minutes per-session in each of the three classes to deliver the language development instruction using ESL methodologies.

Components of Mondo will be:

- Whole Class Shared Reading
- Whole Class Skills Block
- Small Group Instruction, including Oral Language
- Whole Class Read-Aloud
- Written Response

Program Descriptions:

I. The Intervention Guide helps teachers identify reading stages and plan for differentiated instruction. The Guide includes an eight-part assessment battery that forms the basis for instruction in:

- Oral Language
- Benchmark Text Level

Part B: Direct Instruction Supplemental Program Information

- Fluency
- Print Concepts
- Phonemic Awareness
- Letter/Sound Knowledge
- Letter/Sound Correspondence
- Word Knowledge

II. Mondo Intervention for Extended Learning

This research-based program contains motivating materials along with flexible teaching plans and schedules. It contains:

- Motivating nonfiction and fiction Books
- Individual lesson booklets
- Systematic and explicit phonics
- Oral language
- Day-to-day schedules
- Specific teaching focuses for each day

III. Let's Talk About It!

Let's Talk About It! Oral Language Reading and Writing Program is a sequential, structured approach to build students' oral language capacities and develop their ability to distinguish print, expand print concepts, and develop a sense of author. Let's Talk About It! is essential for low language, at-risk native speakers and is ideal for all English language learners. The Let's Talk About It! photo chart contains forty-eight engaging photos that inspire discussion.

- Photos fall into three categories: Science, Social Studies, and Day in the Life.
- Introduces standard oral English sentence structures.
- Develops oral comprehension
- Links thought, talk and print.
- Builds vocabulary.
- Demonstrates print concepts.
- Increases oral and reading fluency.
- Integrates Oral Language with the writing process

To maximize oral language development, teachers will:

- provide opportunities for language development,
- build personal relationships with each student,
- create opportunities to interact regularly on a one-to-one basis with each student,
- challenge students to talk, think, and learn,
- ask critical questions while listening to students' attempts to make meaning,
- support students as they develop the language and learning strategies necessary to articulate and extend their interactions with the world.

Another component off the Mondo program is Rosetta Stone. This is used to supplement the Mondo after school program. This is an interactive, award-winning method that teaches you to speak, read, write, and think in your new language, without memorizing or translating. Students will learn how to speak and read English at their own pace. They'll learn English naturally and speak confidently. Our Newcomers will utilize levels 1 and 2 of this online program, twice a week, for 90 minutes.

Students will learn:

- Age, family relations, household items
- Questions, greetings, introductions
- Times of day, calendar terms, the weather
- Directions, locations, telling time
- Present, past and future tense
- Apologies and polite requests
- How to order at a restaurant and give and receive directions

Part B: Direct Instruction Supplemental Program Information

- Emotions, opinions, and ideas

Levels 1 & 2 will help students:

- Learn English (American) basics
- Build intermediate-level conversational skills
- Spell and write accurately
- Speak English (American) without a script
- Retain what they've learned
- Read and understand English (American)

Common Core Standards:

*The Mondo and Rosetta Stone programs address the following:

ELA Common Core Standards in Speaking & Listening, specifically comprehension and collaboration.

1. Participate in collaborative conversations with diverse partners about age appropriate topics and texts with peers in small and large groups.

* Follow agreed-upon rules for discussions

* Continue a conversation through multiple exchanges

2. Confirm understanding of a text or information presented orally by asking and answering questions about key details and requesting clarification if something is not understood.

3. Ask and answer questions in order to seek help, get information or clarify something that is not understood.

4. Describe familiar people, places, things and events and with prompting and support provide additional detail.

5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

6. Speak audibly and express thoughts, feelings and ideas clearly.

Part C: Professional Development

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

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

Begin description here:

Professional Development Program

The Title III Professional Development program will focus on providing teachers with methods for scaffolding and differentiated instruction for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYS performance and learning Standards and achieve higher scores on all state assessments. Christina Psihogios, Assistant Principal, will facilitate the professional development sessions.

Teachers working in the Mondo program will receive three 2-hour session of professional development after school before the start of the program 2:30-4:30. The professional development sessions will be facilitated by Christina Psihogios, Assistant Principal.

Session 1- Introduction to the Mondo program

Session 2- Oral Language

Session 3- Differentiation

Teachers working in the i-Ready Diagnostic & Instructional program will receive one 1 hour session of professional development after school before the start of the program. The team will also meet one (1)

Part C: Professional Development

Tuesday each month from 3:00 p.m. – 4:00 p.m. for academic inquiry. The inquiry workshops will focus on studying the student data (from the assessments administered beforehand) to develop questions regarding student achievement. The questions will be analyzed in order to develop theories for effective instruction. Teachers will plan differentiated lessons and customize instruction as determined through the inquiry. The professional development sessions will be facilitated by Laura Kimball, Assistant Principal.

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:

P.S.89 values the communication it has developed with parents and families of all students. Parents are notified regularly about meetings and educational workshops via home letters, monthly calendars, telephone calls, community bulletin boards, signs and flyers. All written communication is provided in English, and translated in the covered languages of the community including, Spanish, Chinese and Bengali. Furthermore, a translation team has been established to help provide parents with the utmost support and assistance. There are interpreters available for all workshops and meetings conducted at the school.

The school's Parent Coordinator (PC), Mayra Soto, is proficient in English and Spanish. To further support student progress, our PC conducts Math workshops for parents in Go Math topics with the support of the Staff Developers. Adult ESL classes are provided to parents, as well instructed by 2 ESL teachers two classes 25 per class three days a week from December-June 66 sessions.

ESL teachers conduct various parents' workshops in literacy addressing such topics as familiarizing parents with the school system, the ESL and Dual Language programs, ESL/ELA standards and assessments for ELLs. Topics including strategies to help children at home are also presented at the parent workshops. Parents remain actively involved in the school's decision-making process in the following ways: The Title I Parent Involvement Committee meets to develop and evaluate Title I services, parents are also members of the School Leadership Team and participate in scheduled meetings; they provide input on the selection of curriculum, instructional materials for students, and assist in aligning the budget. The parent attendance rate at our monthly Parents' Association meetings is extremely high.

Part E: Budget

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

Allocation Amount: \$ _____

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



2014-2015

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: ELMHURST SCHOOL

DBN (i.e. 01M001): 24Q089

Principal: CASPER A. CACIOPPO

Principal Email: CCACIOP@SCHOOLS.NYC.GOV

Superintendent: MADELENE CHAN

Network Leader: KAMAL SALFARLIE

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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 document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Casper Cacioppo	*Principal or Designee	
Kristine Leonardi	*UFT Chapter Leader or Designee	
Marisa Bassi	*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>)	
Elisa Pimental	CBO Representative, if applicable	
Karen Creditor	Member/Teacher	
Maryann Walter	Member/Teacher	
Monika Hannon	Member/Teacher	
Meltem Gezlev	Member/Teacher	

Tracy Feeney	Member/Teacher	
Monica Cruz	Member/Parent	
Elisabeth Gomez	Member/Parent	
Eleazar Rubi	Member/Parent	
Leticia Ramos	Member/Parent	
Kiran Ranjit	Member/Parent	

**Signature of constituent only indicates participation in the development of the CEP, 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 (On file)
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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.

Goal #1: English Language Learners

To continue to focus sharply on developing strategies to raise the achievement of English Language Learners in English Language Arts by providing multiple entry points for ELLs so that by June 2015, the number of ELL students performing at Levels 3 and 4 will increase by five (5) percent, from 25.3% to 30.3%, as measured by the Teachers College ITA Reading Assessment.

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.

Current Goal as it Relates to Previous Year's Goal:

This year's goal builds upon the work of 2013-14 by purposely targeting our ELLs. Student data reflects that the English Language Learner (ELLs) subgroup performs significantly lower than our non-ELLs in English Language Arts. To deepen and broaden our commitment to closing the achievement gap, our Assistant Principal for Curriculum and Professional Development continues to be assigned to supervise the ESL Department. This year our goal will be to continue to improve ESL instruction in order to accelerate student progress in this high needs subgroup.

For several years a major area of concern has been the academic achievement of our English Language Learner subgroup. Historically, the English Language Learner subgroup has performed significantly lower on the NYS ELA exam. More recent historical data shows that there has been a shift in this trend. For example, in the 2011-12 school year, 30.3% of English Language Learners scored at the 75th Growth Percentile or Higher in ELA; however, in the 2012-13 school year, this percentage increased to 45.2%. For this 14.9% increase, the school earned additional credit for closing the achievement gap on the annual school report card. This increase in performance of English Language Learners (ELLs) in ELA may be attributed to the implementation of focused academic interventions and improved instructional programs. It has led to the Limited English Proficient (LEP) subgroup meeting the state performance criteria for 2007, 2008, 2009, 2010, 2011, 2012 and 2013.

This year our 2013-14 School Quality Guide reflects a positive trend in English Language Arts, which led to the school scoring Meeting Target in Student Progress, and Exceeding Target in Student Achievement. However, the school scored Approaching Target in Closing the Achievement Gap. Further examination of the percent of students scoring at level 3 or 4 for the subgroup of English Language Learners (ELLs) shows that their performance increased from 45.2% in 2012 to 45.9% in 2013, an increase of only 0.7%. This is a negligible increase and a vast change from the 14.9% increase from the previous year. In order to address this change in performance, and to insure the continued academic improvement of English Language Learners, we have created this goal.

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

Intended Outcome:

- Classroom observations and ELA lesson plans will reflect the use of the UDL model including multiple entry points, scaffolds, and differentiated instructional strategies
- ELLs will be able to accurately respond to grade appropriate CCLS based tasks and master important literacy skills which will lead to increased performance in English Language Arts when compared to peer schools and city schools

Action Plan:

- All teachers have received professional development on Universal Design for Learning (UDL). New teachers will be trained in UDL strategies during New Teacher Professional Development (NTPD)
- Curriculum units of study in Reading and Writing continue to be revised monthly at collaborative unit planning team meetings to include UDL strategies and scaffolds for English Language Learners
- Assistant Principal of Curriculum and Professional Development Initiatives will continue to supervise the ESL Teachers in order to improve instructional methods and student outcomes
- ESL teachers have been included in all professional development workshops, including unit planning, and the Danielson Framework for Teaching
- ESL teachers have also been provided with additional PD on *Using Assessment in Instruction*, analyzing student work products to determine students' needs, using the data to drive instruction, and goal setting for students
- TC Staff Developers will provide a customized professional development cycle, for all ESL teachers
- ESL students in grades 3-5 who are new to the country are provided with beginner ESL instruction in order to facilitate their transition into an English language school system through the Mondo Balanced Literacy After School Program
- Newcomers kits are provided as additional ELA resources to classroom teachers of students in grades 3-5 who are new to the country
- The technology-based after school program, iReady, will be implemented for ELLs in grades 4-5 in order to provide targeted instruction in English Language Arts
- Tier I academic intervention services (AIS) are provided to ELLs in small groups and/or individually who are performing well below grade level in English Language Arts
- Rosetta Stone language learning web-based software has been purchased and is being implemented for all beginner ELLs in grades 2-5
- In order to build capacity by increasing the number of teachers with ESL license extensions, teachers are encouraged to apply to ITI programs
- Subscriptions have been purchased for Enhanced ELL Resources from Learning A-Z in order to provide all classroom teachers with additional resources to support their ELL students

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

Principal, Assistant Principals, Instructional Coaches, Classroom Teachers, ESL Teachers, and Reading Teachers

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

- Agendas from professional development workshops, unit planning and team meetings which show UDL and ELL strategies
- Interim TC Reading Assessment data in February 2015 will show a 2% increase in the number of students scoring at levels 3 and 4
- Teacher evaluation data in Advance will show improvement in competencies 3c: Engaging Students in Learning and 3d: Using assessment in instruction

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

1. September 2014 – Assign AIS Reading to students based on their June assessment results
2. September 2014-October 2014 administer and score the TC Running Record Assessment
3. November 2014 analyze the assessment results and revise AIS reading services as needed
4. December 2014-January 2015 administer second TC Running Record Assessment
5. February 2015 analyze the assessment results and revise AIS services as needed
6. March 2015-April 2015 administer the third TC Running Record Assessment (MOSL)
7. May 2015 analyze the results of the assessment, make adjustments as needed, and write preliminary goals for the 2014-15 school year

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

- AP of Curriculum and Professional Development along with Instructional Coaches provide ongoing PD for the teachers in UDL strategies, collaborative unit planning, and Danielson Framework for Teaching
- Staff Developers from TCRWP have been contracted to provide cycles of PD for all teachers, including a dedicated cycle for ESL teachers
- Materials have been purchased and teachers have been hired to begin an afterschool program targeting our lowest performing ELLs
- AIS is being provided to Advanced ELLs who are performing at Level 1 in reading using Leveled Literacy Intervention
- Teachers use assessment data to drive instruction of ELL students. The data is used to plan for whole group, small group and individual instruction based on the needs of their students
- The School Leadership Team (SLT) meets to review school-wide data to evaluate the effectiveness of programs and structures
- Teachers meet with the principal semi-annually to review and discuss program and curriculum effectiveness
- The administrative cabinet meets weekly to review and discuss program and curriculum effectiveness and revisions are made based on all available data
- Teacher evaluations are reviewed to determine the teachers' level of implementation of curriculum and initiatives, and additional support/professional development is provided as needed

Strategies to Increase Parental Involvement

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

The school provides parent workshops in CCLS that will include strategies parents may implement at home to support ELLs. Workshops will include unpacking of the Common Core State Standards (CCSS) as well as efforts toward the goal of College and Career Readiness (CCR). Adult ESL classes will be provided to assist parents in learning English that will allow them to better help their children with schoolwork and English language acquisition. Interim progress reports and/or report cards will be sent home each month, which will provide parents with information about their child's academic progress and needs. These progress reports will be sent in the covered home language, in order to insure a strong communication link between the home and school. Parent-Teacher meetings will be scheduled in the fall and spring for all students, as well as throughout the year on Tuesday afternoons for parents of students who are at risk for not meeting grade level expectations. Interpreters are used for all parent-teacher conferences when needed to insure the maximum level of communication. A PS 89Q Parent Handbook, available in the covered languages, is distributed to all new parents to ensure their understanding of school procedures, programs and resources. A parent communication folder is provided to all students by the PTA and is printed with contact information for administrators and support personnel. A parent information website was created for the 2011-2012 school year. This website provides critical information to parents such as calendars, schedules, units of study, and resources. The school website has been expanded to include individual class websites to improve communication between the teacher and the family. A Title I Parent Involvement Committee monitors the school's Parent Involvement Policy, Parent School Compact and the Title I Parent Involvement Budget. Classroom teachers invite parents to a minimum of two (2) celebrations each school year. Learning Leaders continue to provide additional support to staff and students. The First Steps Parent-Toddler Program provides an early childhood learning experience to siblings of students ages 2-3. This program provides parents with the knowledge and tools to improve the language development of their youngsters, with the ultimate goal being to close the achievement gap.

Budget and Resource Alignment

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

X	Tax Levy		Title IA		Title IIA	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 #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.

Goal #2: At-risk Students

To continue to improve educational outcomes for students performing in the lowest third in English Language Arts, including ELLs and SWDs, by providing targeted academic intervention based on summative and formative data so that by June 2015, the number of at-risk students in Grades K-5 will decrease by fifty (50) students, from 514 to 464, as measured by the Teachers College ITA Reading Assessment.

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.

Current Goal as it Relates to Previous Year's Goal:

This year's goal builds upon the work of 2013-14 by continuing to purposely target our lowest performing students in English Language Arts. A significant number of our students perform far below grade level in ELA. To deepen and broaden our commitment to closing the achievement gap, we will provide targeted academic intervention services using a Response to Intervention Model.

Data from P.S. 89's 2012-13 NYC Progress Report and the 2013-14 School Quality Guide show positive trends for all students in ELA; however, we must continue to improve educational outcomes for 'at-risk' students in English Language Arts. The subgroups of English Language Learners (ELLs) and Students with Disabilities (SWDs) have historically comprised the majority of students performing at Level 1 in ELA at PS 89Q. In order to reduce the number of students performing at Level 1 in English Language Arts, we will continue to provide targeted Academic Intervention Services (AIS) programs within the school day using the Response to Intervention Model (RTI). Interventions following the Response to Intervention (RTI) plan occur in a three (3) tiered approach. Tier I interventions occur at the classroom level with the classroom teacher. At the Tier I level, lessons should be differentiated for students based on learning styles and instructional need. Teachers must insure that identified students are provided with Tier I interventions for a minimum of three (3) times each week.

Tier I interventions are as follows:

- Small group instruction such as strategy lessons, guided reading, guided writing, shared/close reading, component work, fluency, word study, and *GoMath!* Tiered interventions

Teachers will monitor the progress of students receiving Tier I interventions every six weeks. For this purpose, we are creating a simple drop down menu on the school website. The dates for Progress Monitoring are October 24, December 5, January 23, March 13 and May 8. Students who are progressing well in Tier I interventions will have those services reduced or removed. Students, who are not making progress with Tier I interventions, will be moved to Tier II interventions based on the outcome of a Pupil Personnel Committee (PPC) meeting. Tier II interventions will be scheduled for a minimum of three

(3) times each week.

Tier II interventions are as follows:

- Imagine Learning, RazKids, Rosetta Stone, Great Leaps, Leveled Literacy Intervention (LLI), Think Central, iReady and Kahn Academy*

Student progress in Tier II interventions will be recorded on the school website, using a simple drop down menu in six-week intervals. Students who are progressing well with Tier II interventions will have their services reduced or removed. Students, who are not making good progress with Tier II interventions, will be moved to Tier III interventions based on the outcome of a PPC meeting.

Tier III interventions are as follows:

- AIS reading, AIS math, At-risk speech, At-risk SETSS

Students who are progressing well in Tier III interventions will have those services reduced or removed. Students, who are not making progress with Tier III interventions, will be referred for an educational evaluation based on the outcome of a Pupil Personnel Committee (PPC) meeting. We will also continue to track the performance of at risk students in ELA periodically to determine the effectiveness of our programs and interventions, so that we can add or revise services. We have, therefore, created this school goal to insure the continued academic improvement of at risk students in English Language Arts.

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

Intended Outcome:

- Programs, structures and resources will be aligned to provide support for at-risk students in order to increase student performance in English Language Arts

Action Plan:

- Students who were designated as Promotion in Doubt for the 2013-14 school year were flagged and are being provided with Tier I interventions
- Academic intervention services (AIS) are provided using Leveled Literacy Intervention (LLI) for students who are performing well below grade level in grades 2, 3 and 4.
- An after school technology based reading intervention program, iReady, is being implemented for at-risk students in grades 4-5 based on the results of summative and formative data.
- To provide early intervention, Imagine Learning web-based software program is being implemented with SWDs in self-contained and ICT classrooms in grades K and 1.
- Tier I academic intervention services (AIS) are provided by classroom teachers to all at-risk students in small groups. This instruction includes, but is

not limited to, guided reading, strategy lessons, guided writing, shared reading and writing, and component work for a minimum of three (3) times each week.

- For students who require additional support, Tier II academic intervention services are provided by classroom teachers to individual students, based on students' needs. Teachers will utilize technology-based interventions, such as RazKids, Lexia, Starfall.com and Imagine Learning.
- Student progress in RTI is reported every six (6) weeks using an online data reporting system. The assistant principals will closely monitor this system in order to insure adequate student growth.
- Administrators utilize summative and formative data for all students to determine eligibility for AIS and to create AIS rosters based on student need.
- A full time data specialist collects data on all intervention services/programs quarterly. Administrators review the data to monitor the progress of students within each AIS program, and then make revisions to rosters as needed.
- In each academy, Pupil Progress Committees (PPC) meet regularly to discuss individual students who despite Tier I interventions are not making adequate progress toward grade level benchmarks. Tier II and Tier III Academic interventions may be provided to those students such as Kindergarten Oral Language Intervention, Leveled Literacy Intervention, Rosetta Stone, and Mondo Oral Language Reading Program. In addition, students who continue to struggle will be offered Tier III interventions such as at-risk SETSS and Speech/Language Instruction. When warranted, students may be referred for further educational evaluation to determine if special education services are necessary.
- The Special Education Assistant Principal will continue to closely monitor special education services, and will work closely with Special Education Teachers to improve UDL strategies
- Three (3) Learning Labs will continue to provide an instructionally supportive environment for our students receiving Special Education Teacher Support Services (SETSS)

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

Principal, Assistant Principals, Classroom Teachers, Guidance Counselors, AIS Teachers, SBST, SETSS Teachers and Speech Teachers

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

- Agendas from professional development workshops, unit planning and team meetings
- Interim TC Assessment data administered January/February will show a 2% decrease in the number of students scoring at level 1
- Teacher evaluation data in Advance will show improvement in competencies 1e: Designing Coherent Instruction, 3c: Engaging Students in Learning and 3d: Using Assessment in Instruction
- Data reports from the RTI online reporting system

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

1. September 2014 – Assign AIS Reading to students based on their June assessment results
2. September 2014-October 2014 administer and score the TC Running Record Assessment
3. November 2014 analyze the assessment results and revise AIS reading services as needed

4. December 2014-January 2015 administer second TC Running Record Assessment
5. February 2015 analyze the assessment results and revise AIS services as needed
6. March 2015-April 2015 administer the third TC Running Record Assessment (MOSL)
7. May 2015 analyze the results of the assessment, make adjustments as needed, and write preliminary goals for the 2014-15 school year

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

- All teachers have received professional development on Universal Design for Learning (UDL); therefore, teachers will use the UDL model to insure that lessons include multiple entry points, scaffolds and differentiated instruction to engage all learners.
- Curriculum units of study in Reading and Writing are revised monthly at collaborative unit planning team meetings to include UDL strategies and scaffolds for at-risk students; therefore, teacher lesson plans will reflect UDL strategies to support all learners.
- An assistant principal will continue to supervise the Special Education Department in order to improve instructional methods and student outcomes.
- AIS Teachers have been included in all professional development workshops, including unit planning, and the Danielson Framework for Teaching.
- All teachers, including AIS teachers, have also been provided with additional PD on *Using Assessment in Instruction*, analyzing student work products to determine students' needs, using the data to drive instruction, and goal setting for students; therefore lesson plans and observations should reflect an increased knowledge of students and ongoing assessment.
- AP of Curriculum and Professional Development along with Instructional Coaches provide PD in ELA for the teachers during monthly grade level collaborative unit planning
- Staff Developers from TCRWP have been contracted to provide cycles of PD for all teachers of ELA
- Materials have been purchased and teachers have been hired to begin iReady after school program targeting our Level 1 students in grades 4 and 5, including students who are ELLs and SWDs
- Reading specialists provide AIS to students performing at Level 1 in reading in grades 2,3 and 4 during the school day using Leveled Literacy Intervention (LLI)
- I-Pad tablets have been purchased to provide additional instructional technology featuring multiple modalities for all self-contained special education classes
- Smart Board and i-Pad training is provided to teachers in order to insure smooth integration of instructional technology

Strategies to Increase Parental Involvement

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

The school provides parent workshops in CCLS that will include strategies parents may implement at home to support at risk students, including ELLs and SWDs. Workshops will include unpacking of the Common Core State Standards (CCSS) as well as efforts toward the goal of College and Career Readiness (CCR). Adult ESL classes will be provided to assist parents in learning English that will allow them to better help their children with schoolwork and English language acquisition. Interim progress reports and/or report cards will be sent home each month, which will provide parents with information about their child's academic progress and needs in core subject areas, including reading and writing. These progress reports will be sent in the covered home

language, in order to insure a strong communication link between the home and school. Parent-Teacher meetings will be scheduled in the fall and spring for all students, as well as throughout the year on Tuesday afternoons for parents of students who are at risk for not meeting grade level expectations. Interpreters are used for all parent-teacher conferences when needed to insure the maximum level of communication. A PS 89Q Parent Handbook, available in the covered languages, is distributed to all new parents to ensure their understanding of school procedures, programs and resources. A parent communication folder is provided to all students by the PTA and is printed with contact information for administrators and support personnel. A parent information website was created for the 2011-2012 school year. This website provides critical information to parents such as calendars, schedules, units of study, and resources. The school website has been expanded to include individual class websites to improve communication between the teacher and the family. A Title I Parent Involvement Committee monitors the school's Parent Involvement Policy, Parent School Compact and the Title I Parent Involvement Budget. Classroom teachers invite parents to a minimum of two (2) celebrations each school year. Learning Leaders continue to provide additional support to staff and students. The First Steps Parent-Toddler Program provides an early childhood learning experience to siblings of students ages 2-3. This program provides parents with the knowledge and tools to improve the language development of their youngsters, with the ultimate goal being to close the achievement gap.

Budget and Resource Alignment

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

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

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.

Goal #3: All Students - ELA

To focus sharply on developing rigorous strategies to raise the achievement of *all students*, including ELLs and SWDs, teachers will participate in collaborative, systematic analysis of student work products in order to improve pedagogical practices in writing instruction. They will refine their use of rubrics, feedback and goal setting techniques, so that by June 2015 the average rating on 3d: Using assessment in instruction will improve from 2.84 to 3.00, as measured by Advance.

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.

Current Goal as it Relates to Previous Year's Goal:

This year's goal seeks to improve student writing by further aligning our instruction to the Common Core Learning Standards (CCLS) and the Citywide Instructional Expectations (CIE). A review of formative data in writing found that many students struggle with the qualities of good writing, such as structure, focus, and elaboration. Professional development will continue to include regular and systematic analysis of student work products during grade level Unit Planning sessions. A review of student work products, along with the data results from the NYS ELA Exam, showed a trend/pattern that needed to be addressed. Many students failed to cite evidence in their writing. Furthermore, their written responses often lacked the appropriate evidence needed to support their thinking. These difficulties have had a negative impact on student performance and progress. Therefore, in order to improve student performance for all students in English Language Arts, we have created this goal.

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

Intended Outcome:

- Classroom observations and lesson plans will reflect data-driven, rigorous and differentiated writing instruction.
- Students will create writing pieces that accurately respond to grade appropriate CCLS based tasks, and master important writing skills which will lead to increased performance in English Language Arts when compared to peer schools and city schools

Action Plan:

- Every classroom teacher, including, SETSS, and ESL will participate in analyzing students' writing pieces each month in collaborative unit planning.
- AP of Curriculum and Professional Development, along with Instructional Coaches, provide ongoing PD in writing instruction during collaborative unit planning which includes UDL strategies, and the Danielson Framework for Teaching

- Staff Developers from TCRWP have been contracted to provide cycles of PD for all teachers, with an emphasis on improving writing instruction, including a dedicated cycle for second grade teachers
- Grade level writing unit plans will be revised each month to reflect UDL strategies, and targeted instruction will be provided based on the analysis of student work products
- In order to monitor student progress in writing, all students in grades K-5 will be assessed in three writing genres: narrative, opinion, and informational, using an on demand benchmark assessment and end of unit assessment.
- Administrators will review and analyze writing data to determine patterns of strengths and weakness
- Administrators will conduct cycles of classroom observations in writing workshops and provide feedback to teachers accordingly
- Teachers will create and use writing rubrics for each writing unit. Students will use the rubrics to engage self and peer assessment and teachers will provide targeted feedback using the language of the rubric.
- A school aide has been assigned to maintain paper choice cabinets, which includes photocopying differentiated paper choice that support the units of study
- Sadlier Phonics (K-1) Sadlier Grammar, and Vocabulary Programs (2-5) have been purchased and are being implemented to improve foundational skills
- Instructional Coaches will support new teachers with writing instruction in New Teacher Professional Development

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

Principal, Assistant Principals, Instructional Coaches, TCRWP Staff Developers, Classroom Teachers, ESL Teachers and SETSS Teachers

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

- Advance reports will be analyzed quarterly to monitor classroom practices in the Danielson Component on competency 3c: Engaging students in learning, and 3d: Using assessment in instruction
- TC Writing Assessment Data will be analyzed quarterly to observe an increase in the number of students performing at levels 3 and 4, with a goal of a 2% increase by the February assessment period.

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

1. July 2014– order Sadlier curriculum materials
2. September 2014 – Provide PD in Sadlier programs
3. September 2014– June 2015 Provide ongoing PD in writing workshop
4. September 2014– June 2015 Teachers analyze student writing pieces in Unit Planning

5. September 2014– June 2015 Administrators analyze TC Writing Assessment Data.

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

- Allocate funds to hire per diem substitute teachers to cover classrooms in order to afford teachers the opportunity to attend professional development sessions.
- Allocate funds to purchase materials and hire consultants
- Additional professional development and teacher support will be provided based on data results on Advance
- Contract Professional Developers from Sadlier to provide PD to all classroom teachers
- Allocate funds for school aide to provide paper choice
- Allocate funds to develop a Data Team to analyze the effectiveness of the Sadlier programs and to determine if the program content and objectives is transferring to the students’ writing

Strategies to Increase Parental Involvement

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

The school provides parent workshops in CCLS that will include strategies parents may implement at home to support students in writing instruction. Workshops will include unpacking of the Common Core State Standards (CCSS) as well as efforts toward the goal of College and Career Readiness (CCR). Adult ESL classes will be provided to assist parents in learning English that will allow them to better help their children with schoolwork and English language acquisition. Interim progress reports and/or report cards will be sent home each month, which will provide parents with information about their child’s academic progress and needs in core subject areas, including writing. These progress reports will be sent in the covered home language, in order to insure a strong communication link between the home and school. Parent-Teacher meetings will be scheduled in the fall and spring for all students, as well as throughout the year on Tuesday afternoons for parents of students who are at risk for not meeting grade level expectations. Interpreters are used for all parent-teacher conferences when needed to insure the maximum level of communication. A PS 89Q Parent Handbook, available in the covered languages, is distributed to all new parents to ensure their understanding of school procedures, programs and resources. A parent communication folder is provided to all students by the PTA and is printed with contact information for administrators and support personnel. A parent information website was created for the 2011-2012 school year. This website provides critical information to parents such as calendars, schedules, units of study, and resources. The school website has been expanded to include individual class websites to improve communication between the teacher and the family. A Title I Parent Involvement Committee monitors the school’s Parent Involvement Policy, Parent School Compact and the Title I Parent Involvement Budget. Classroom teachers invite parents to a minimum of two (2) celebrations each school year. Learning Leaders continue to provide additional support to staff and students. The First Steps Parent-Toddler Program provides an early childhood learning experience to siblings of students ages 2-3. This program provides parents with the knowledge and tools to improve the language development of their youngsters, with the ultimate goal being to close the achievement gap.

Budget and Resource Alignment

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

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

Goal # 4: Mathematics

Revised Goal:

To focus sharply on developing strategies to raise the achievement of all students in Mathematics, including ELLS and SWDs, teachers will utilize Universal Design for Learning (UDL) strategies in GoMath! instruction to provide multiple entry points including scaffolds and extensions, to ensure that all students are provided with rigorous CCLS aligned instruction, so that the average score for students in grades 1-5 on the GoMath Benchmark assessment which was administered in November, 2014 (52.9%), will increase by 5% (57.9%) in June 2015.

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.

Current Goal as it Relates to Previous Year's Goal:

This year's goal builds upon the work of 2013-14. At the end of the 2012-13 school year, the school community had come to a consensus that the Everyday Mathematics, which we had been using for many years, was no longer adequate in meeting the CCLS. Therefore, a committee was formed to research and review Math programs with the objective of finding the best program to provide students with the instruction necessary to meet the higher demands of the CCLS. The committee chose GoMath!, which coincidentally was also the program recommended by the DOE. The materials were purchased, and the teachers received professional development, so that the program could be implemented during the 2013-14 school year. After receiving the results of the NYS Math Exam, there were some concerns. For the first time in many years our students did not perform well in Mathematics. An analysis of the data found that In terms of math student progress, our school fell within 40.6 percentile of the "Peer Range" and 39.5 percentile of the "City Range". We were able to earn only 6.7 out of 16.7 available points.

Upon further analysis, we found that it was primarily our lowest third and special education students that brought down our average in math. We fell within 28.9 percentile of the "Peer Range" and 28.1 percentile of the "City Range". We were able to earn only 4.8 out of 16.7 available points in this category. Therefore, in order to improve student performance in Mathematics, we have created this goal.

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

Intended Outcome:

- The GoMath Workshop will be redesigned to provide rigorous common core aligned instruction that engages all learners. Math instruction will follow the UDL model, including the creation of multiple entry points, scaffolds, extensions, and differentiated strategies.

- Teachers will refine their use of assessment in designing coherent mathematics instruction

Action Plan:

- Assistant Principals visited classrooms together during GoMath instruction in order to conduct an inquiry into the current instructional practices being implemented during GoMath lessons.
- Exemplary practices in Math instruction were discussed at administrative cabinet meetings in order to create new expectations for curriculum implementation of GoMath.
- Using the Danielson Framework for Teaching, the administration created an instructional memo for the pedagogical staff, which highlighted exemplary practices using specific examples from the GoMath curriculum.
- Teachers attended a professional development session and collaborated on their current practices in math instruction using the template and the Danielson rubric. The ideas were compiled electronically on templates and submitted to the principal for review. All responses will be reviewed in cabinet and a document will be created and published that will share best practices with the staff.
- Labsites were identified to use as models for improving instruction in mathematics. Teachers of labsites were selected due to their exemplary practices. Their lessons will be videotaped and viewed at upcoming professional development days, in order to provide instructional models for the staff.
- Intra-visitations will be arranged for teachers to visit labsites to effect change and improve GoMath instruction.
- Teachers will be provided with professional development time for creating math games and revisit Think Central to support differentiated math instruction.
- Student progress in mathematics is monitored triennially using GoMath grade level benchmark assessments. The data is collected and analyzed for patterns and trends. Item analysis data is provided to teachers in order to differentiate instruction.

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

Principal, Assistant Principals, Data Team, Instructional Coaches, Math Lab site teachers, classroom teachers

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

- Agendas from professional development sessions, completed best practices templates, and labsite videos
- Interim GoMath assessments will show a decrease in students scoring in the lowest third and an increase in median scores
- Classroom observations will show an increase in the quantity and quality of UDL strategies being used in mathematics instruction
- Teacher evaluation data in Advance will show improvement in 1e: Designing Coherent Instruction, 3c: Engaging Students in Learning and 3d: Using assessment in instruction

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

1. September 2014 - Review school math data for trends and patterns
2. September 2014 - October 2014 – Administrators conduct inquiry observations of GoMath instruction
3. November 2014 - Determine best practices and align GoMath instruction with the Danielson Framework
4. November 2014 - Provide professional development aligning the GoMath curriculum with the Danielson Framework
5. December 2014 - Administer the GoMath benchmark assessments
6. December 2014 - January 2015 - Review and analyze the Math data, including item analysis
7. December 2014 – June 2015 – Observe teachers in GoMath instruction and evaluate them in Advance
8. January 2015 - Provide professional development in GoMath: Labsite Videos, Games, and Think Central
9. March 2015 - Administer and score the second GoMath assessment. Review and analyze the Math data, including item analysis

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

- Instructional coaches will provide support to teachers in using UDL strategies in GoMath instruction as needed
- Assistant principals will facilitate professional development sessions on Monday afternoons
- Audio-visual equipment will be purchased to create instructional videos for professional development
- Per session hours will be allocated to support a Data Team which will monitor student data to determine the effectiveness of the program and will identify the skills addressed in each question to conduct item analysis
- A contracted vendor will be secured to create answer grids for the GoMath benchmark assessments

Strategies to Increase Parental Involvement

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

The school provides parent workshops in CCLS that will include strategies parents may implement at home to support students in Mathematics. Workshops will include unpacking of the Common Core State Standards (CCSS) as well as efforts toward the goal of College and Career Readiness (CCR). Adult ESL classes will be provided to assist parents in learning English that will allow them to better help their children with schoolwork and English language acquisition. Interim progress reports and/or report cards will be sent home each month, which will provide parents with information about their child's academic progress and needs in core subject areas, including math. These progress reports will be sent in the covered home language, in order to insure a strong communication link between the home and school. Parent-Teacher meetings will be scheduled in the fall and spring for all students, as well as throughout the year on Tuesday afternoons for parents of students who are at risk for not meeting grade level expectations. Interpreters are used for all parent-teacher conferences when needed to insure the maximum level of communication. A PS 89Q Parent Handbook, available in the covered languages, is distributed to all new parents to ensure their understanding of school procedures, programs and resources. A parent communication folder is provided to all students by the PTA and is printed with contact information for administrators and support personnel. A parent information website was created for the 2011-2012 school year. This website provides critical information to parents such as calendars, schedules, units of study, and resources. The school website has been expanded to include individual class websites to improve communication between the teacher and the family. A Title I Parent Involvement Committee monitors the school's Parent Involvement Policy, Parent School Compact and the Title I Parent Involvement Budget.

Classroom teachers invite parents to a minimum of two (2) celebrations each school year. Learning Leaders continue to provide additional support to staff and students. The First Steps Parent-Toddler Program provides an early childhood learning experience to siblings of students ages 2-3. This program provides parents with the knowledge and tools to improve the language development of their youngsters, with the ultimate goal being to close the achievement gap.

Budget and Resource Alignment

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

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

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	<table border="1"> <tr> <td align="center" colspan="2">Fundations</td> </tr> <tr> <td></td> <td>Phonics and Phonemic Awareness</td> </tr> </table>	Fundations			Phonics and Phonemic Awareness	Small group	30-45 minutes 5x/week, During the school day		
	Fundations								
		Phonics and Phonemic Awareness							
	<table border="1"> <tr> <td align="center" colspan="2">Kindergarten Oral Language Program</td> </tr> <tr> <td></td> <td>At-risk Oral Language Intervention</td> </tr> <tr> <td></td> <td>By Speech Providers</td> </tr> </table>	Kindergarten Oral Language Program			At-risk Oral Language Intervention		By Speech Providers	Small Group	30 minutes/1-2x/week, During the school day
	Kindergarten Oral Language Program								
	At-risk Oral Language Intervention								
	By Speech Providers								
<table border="1"> <tr> <td align="center">Leveled Literacy Intervention</td> <td>Phonics, Fluency and Comprehension</td> </tr> </table>	Leveled Literacy Intervention	Phonics, Fluency and Comprehension	Small Group	30 minutes 3-5x/week, During the school day					
Leveled Literacy Intervention	Phonics, Fluency and Comprehension								
<table border="1"> <tr> <td align="center">Child Center of New York</td> <td>Literacy homework help</td> </tr> </table>	Child Center of New York	Literacy homework help	Small Group	60 minutes, After school					
Child Center of New York	Literacy homework help								
<table border="1"> <tr> <td align="center">Rosetta Stone</td> <td>Listening, Speaking Reading, and Writing</td> </tr> </table>	Rosetta Stone	Listening, Speaking Reading, and Writing	Individual computer-based	45 min. 5x/week, During the school day					
Rosetta Stone	Listening, Speaking Reading, and Writing								
		30 minutes 5/week, During							

				the school day
Mathematics	Math AIS	Computation and Problem solving	Small group and individual	45 minutes 5x/week
Science	Science AIS	Strengthen core knowledge and practical skills in Science	Small group	10-15 minutes 1-2x/week, During the school day
Social Studies	Social Studies AIS	Strengthen core knowledge and practical skills in SS	Small group	10-15 minutes 1-2x/week, During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk Services provided by the Guidance Counselor		Small group and individual	30 minutes/session as needed, During the school day
	At-risk Services provided by the School Psychologist	Emotional, social, and academic skills	Individual and family intervention	5x week/ 2-4 hours/case, During the school day, before or after school
	At-risk Services provided by the	Emotional, social, and academic skills	Individual and family intervention	5x week/ 2-4 hours/case, During the school day, before or after school

	Social Worker					
	At-risk Health-related Services	Administer medication and monitor health			One-to-one	As per doctor's orders, During the school day

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.

- Each year the administration receives hundreds of prospective applicants for open positions. The administration chooses the brightest and most promising candidates to interview at Level 1. Those showing the greatest potential complete writing samples to show their knowledge and basic writing skills, if exemplary, they are moved to Level 2. Level 2 candidates then interview with the principal who further assesses the candidates' skills, knowledge and potential. Many qualified teachers are interested in our school due to the level of support provided, the school's 'A' performance rating, and the professional development offered.
- To support new teachers in the readers, writers, and mathematics workshop we have created a New Teacher Institute. The New Teacher Institute (NTI) provides an intensive two-day overview of the curriculum and expectations.
- Support continues with yearlong, weekly, New Teacher Professional Development course. The course explores each component of the workshops more thoroughly in order to deepen the teachers' understanding.
- The New Teacher Professional Development groups are divided by grade level, K - 2, and 3- 5 to allow for more differentiated, grade-specific support during Professional Development meetings.
- We have made a concerted effort to build capacity in our school by encouraging leadership among teachers. Choosing exemplary faculty to join the professional development staff as P.S. 89 furthers the professional climate and deepens our learning community.
- PS 89 continues to implement a focused and ongoing professional development program in literacy. We continually gather data from the staff regarding their needs in professional development in order to improve the quality of instruction.
- All classroom and OTP teachers will continue to be afforded the opportunity to participate cycles of

professional development, around various topics, provided by TCRWP staff developers.

- PS 89's professional development is aligned with the goals outlined in our CEP.
- Classroom lab sites are used on every grade (K-5) to demonstrate and practice new initiatives and instructional methods.
- A climate of inquiry learning is encouraged among pedagogues with all teachers conducting a study into an area of mutual interest that aligns with the school's goals. Using data collected in their own classrooms, the effects of instructional practices are studied and plans are created to implement methods, which prove to be effective. The inquiry teams meet each week on Thursdays during extended day or on Tuesday in the morning before school begins.
- Teachers, who do not possess the necessary certification in order to meet the High-Quality Teacher standards in core academic subjects, will receive support in the form of information, reminders, and compensation to obtain the necessary requirements. Teachers, who are not successful at achieving the necessary certification, will be placed in positions for which they are highly qualified. This will insure that all High-Quality Teachers teaching in all core subjects for the 2011-2012 school year.

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).

All teachers, including ESL, Special Education teachers and AIS teachers participate in rigorous ongoing CCLS aligned professional development during monthly Unit Planning Team meetings. Teachers also receive cycles of Professional Development provided by Teachers College Reading and Writing Project (TCRWP) Staff Developers, and TCRWP Staff Developers. Dedicated PD sessions are created for specific groups such as ESL teachers and second grade teachers based on their professional needs. Many teachers attend Calendar Day Workshops at Teachers College in areas of interest and need. The information gleaned at the calendar days is disseminated to the other teachers via the AP of Curriculum and/or Instructional Coaches. In-house professional development is provided on Monday afternoons based on staff needs as determined by the Professional Development Committee. Administrators receive job-embedded PD on Danielson and the new Advance: Teacher Evaluation and Development System. The sessions are facilitated by Talent Coaches who are well versed in the Danielson Framework for Teaching.

Paraprofessionals attend Monday professional development sessions on various topics. They also are provided with professional development on Paraprofessional responsibilities, how to effectively implement Behavioral Intervention Plans, SEISS-basics, Encounter Attendance, and helping students achieve IEP goals.

Curriculum Planning Professional Development K-2

Presenter(s)	Goals of Each Cycle	Group of Teachers	Scope
K-2 Instructional Coach: Marcia Elwarari	To work collaboratively with colleagues to plan for upcoming units of study in reading and writing workshop. Teachers read about, discuss, and revise curriculum to address	K-2 Classroom Teachers ESL Teachers K-2	September-June

	the needs of their students and to work toward long-term school goals.			AIS Teachers K-2 Service Providers K-2	
Kindergarten Dates					
October 2	November 4	December 9	January 20	March 10	April 28
First Grade Dates					
September 18	November 4	November 25	January 6	February 24	March 31
Second Grade Dates					
September 30	November 4	December 2	January 13	March 3	April 21

Curriculum Planning Professional Development 3-5

Presenter(s)	Goals of Each Cycle			Group of Teachers	Scope
3-5 Instructional Coach: Kathleen Webber	To work collaboratively with colleagues to plan for upcoming units of study in reading and writing workshop. Teachers read about, discuss, and revise curriculum to address the needs of their students and to work toward long-term school goals.			3-5 Classroom Teachers ESL Teachers 3-5 AIS Teachers 3-5 Service Providers 3-5	September-June
Third Grade Dates					
September 15	October 9	November 4	December 16	TBD Week of 2/2-2/13	April 29
Fourth Grade Dates					
September 17	October 14	November 4	December 18	TBD Week of 2/2-2/13	April 30
Fifth Grade Dates					
September 23	November 4	December 4	January 15	TBD Week of 2/2-2/13	May 12

Teachers College Professional Development K-2

Presenter(s)	Goals of Each Cycle			Group of Teachers	Scope
TC Staff Developer Celena Larkey	To support our teachers' professional learning and development in reading and writing instruction and to work toward long-term school goals.			K-2 Classroom Teachers ESL Teachers K-2 AIS Teachers K-2	November-March

		Service Providers K-2	
Cycle 1 Dates			
November 26	December 3	December 17	
Cycle 2 Dates			
February 25	March 4	March 11	March 25

Teachers College Professional Development 3-5

Presenter(s)	Goals of Each Cycle	Group of Teachers	Scope
TC Staff Developer Jennifer Kean	To support our teachers' professional learning and development in reading and writing instruction and to work toward long-term school goals.	3-5 Classroom Teachers ESL Teachers 3-5 AIS Teachers 3-5 Service Providers 3-5	November-February
Cycle 1 Dates			
November 5	November 12	November 19	
Cycle 2 Dates			
January 14	January 28	February 4	

Teachers College Professional Development Second Grade

Presenter(s)	Goals of Each Cycle	Group of Teachers	Scope
TC Staff Developer Celena Larkey	To increase the level of rigor across second grade classrooms and to work toward long-term school goals.	Second Grade Classroom Teachers ESL Teachers Service Providers	October
Dates			
October 1	October 22	October 29	

Teachers College Professional Development ESL Teachers

Presenter(s)	Goals of Each Cycle	Group of Teachers	Scope
TC Staff Developer Jennifer Kean	To support our ESL staff's professional learning and development in reading and writing instruction and to work toward long-term school goals.	ESL Teachers K-5	December
Dates			
December 5	December 11	December 12	December 19

New Teacher Professional Development

Presenter(s)	Goals of Each Cycle	Group of Teachers	Scope
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<p>K-2 Instructional Coach: Marcia Elwarari</p> <p>3-5 Instructional Coach: Kathleen Webber</p>	<p>To support our new teachers' understanding of school protocol, procedures, and curricula throughout the year.</p>	<p>New Teachers to Our Building: Nicole Bauman Angelica Briones Wendy Cohen Melissa Liz Cheri Blauer Margarita Yusupova Sarah Chan Christine Park Christine Ikin Victoria Mishkin Sarah Yannaco Katharine Sherman Elizabeth Capizzi</p> <p>Leave Replacements: Raul Mosquera Daisy Mendez Carla Widom</p>	<p>Every Monday September- June</p>
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Dates									
Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
10	6	3	1	5	2	2	X	4	1
11	20	10	8	12	9	9	13	11	8
22	27	11	15	26	23	16	20	18	15
29	X	17	22	X	X	23	27	X	X
X	X	24	X	X	X	30	X	X	X

Monday After-School Professional Development

Presenters	Goals of Each Cycle	Group of Teachers	Dates
Literacy Committee	Sadlier Program	All Staff	September 15
Umit Serin, AP	Khan, iReady, Tier II Intervention Menu, Parent Involvement	All Staff	September 29
Guidance Counselors	Child Abuse Seminar/Mandated Reporters	All Staff	October 6
Eileen Banks, AP	Testing Administration	All Staff	October 6

Social Studies Teachers: Mara Dajevskis and Joan Dorgan	Social Studies Trade-Book Program	Second Grade	October 27
TBD	Go Math Training	All Staff	TBD
TBD	Using Technology in the Classroom: Smart Board Training	All Staff	TBD

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.).

Academic Intervention Services (AIS) are being provided to at risk students both within the school day and after school hours including who are performing at Level 1. Programs include Tier I classroom interventions, Tier II interventions such as, iReady, Mondo, Rosetta Stone and Leveled Literacy Intervention. In addition, students who do not show progress are offered Tier III interventions such as at-risk SETSS, Speech/Language Instruction and/or counseling. Many at risk students also attend the Child Center of NY After School Program, which is a grant funded CBO. This program provides homework help and enrichment. Currently we do not have any students in temporary housing; however, if any are admitted they are offered assistance with school supplies and materials, and counseling support.

Title I School Wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Title I Fair Share Funding, Contract for Excellence, Title III, and human resources to implement this action plan as indicated below:

- Employ two (2) full-time Instructional Coaches
- Employ a full time Data Specialist to monitor the collection and reporting of student achievement data to teachers and administrators
- Employ a full time IT support teacher to assist with technology maintenance and troubleshooting
- Employ an additional SETSS teacher and ICT teacher
- Purchase assessment materials such as papers and labels to assist with data collection and reporting
- Compensate teachers and administrators using per session hours to staff and supervise after school programs that provide academic intervention to at risk students
- Purchase consumable reading materials to support AIS instruction for at risk students
- Provide professional development through Teachers College Reading and Writing Project as well as Sadlier
- Purchase programs such as Reading A-Z, RazKids and Learning A-Z Enhanced ELL program to support at risk students
- Purchase instructional material such as headphones/microphones, and toob-a-loos to support at risk students
- Purchase software to support students with disabilities (Hearbuilder, Imagine Learning)
- Employ eleven (10) full-time ESL Teachers to provide push-in and pullout ESL services

as needed

- Employ one (1) full-time ESL teacher for the Transitional Newcomers Class
- Employ one (1) full-time ESL Coordinator
- Purchase Rosetta Stone software
- Fund two (3) full time reading specialists to provide Leveled Literacy Intervention
- Fund Title III afterschool program i-Ready to support students who are ELLs and SWDs
- Provide per session hours to support a Data Team to analyze the effectiveness of school programs

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

In order to assist preschool children transition from early childhood programs to the elementary school program, our Parent Coordinator (PC) reaches out to the preschools that historically send us the majority of our incoming Kindergarteners. The PC invites parents to workshops that provide information to parents on preparing their children for elementary school. This year parents of prospective Kindergarten students will be invited to an open house in February. During the registration process, the registration staff provides additional guidance to parents regarding strategies for helping their child prepare for Kindergarten. The principal holds a parent Kindergarten Orientation meeting every year in June. At this meeting the parents are provided with detailed information about the transition process. Every parent and child receives a welcome packet, which includes a parent information booklet, student coloring book and sample summer activities that can be completed in order to prepare the child for elementary school. The activities include alphabet chart, simple math sheets, and fine motor practice tracing sheets. Students' cumulative records are sent to the school with preschool assessments included so that Kindergarten teachers have some knowledge about their student's developmental level. If Kindergarten students are having difficulty adjusting to elementary school, guidance counselors or administrators will often contact the preschool programs for additional information.

PS 89 is proud to offer an early intervention service to siblings of currently enrolled students. Siblings, who are two to three years old, are able to attend our *First Steps Parent-Toddler Language Intervention Program*. This program provides parents and toddlers the opportunity to come to school each week to play and learn together. The program, which is run by the Parent Coordinator, uses volunteer facilitators to promote quality language activities between parents and children. The facilitators utilize toys and books to model interactions that will build vocabulary and expressive language for the children. Sessions are conducted in the home language in order to maximize transfer of skills. The program provides a lending library of toys and books for the parent to take home so that they may apply the same techniques that they observed with the First Steps facilitator. Enrollment in the program is fifty-three (53) children for the 2014-15 school year.

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.

- Assessments are a key component of the instructional program at PS 89. We regularly administer assessments that align with our core curriculum and have created data collection systems that allow the monitoring of student progress.
- The MOSL committee was formed at the end of the previous school year to explore the various assessment options available for selection this year. The MOSL Committee carefully reviewed the MOSL data from last year, and considered it along with the instructional program and student outcomes. The Committee, which includes four (4) assistant principals and four (4) teachers, collaborated to select the assessments that aligned with our school-wide goals and our shared beliefs about how students learn best. After careful consideration, the MOSL Committee presented their recommendations for multiple measures of student learning to the principal.

- The principal published the MOSL selections in the weekly newsletter so that the school community would be informed of the decision in a timely manner.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

**P.S. 89Q – The Elmhurst School
Parent Involvement Policy**

It is stated in the P.S. 89Q mission statement that “all members, staff, students and parents are actively engaged in the educational process.” To ensure that parents are actively engaged, P.S. 89Q has formed a Parent Involvement Committee comprised of parents, parent coordinator and Assistant Principal.

I. General Expectations

P.S. 89Q agrees to implement the following requirements with its Parent Involvement Committee:

- Plan and monitor programs, activities and procedures for parent involvement in collaboration with parents
- Meet the requirements of section 1118(b) of ESEA and create a school-parent compact consistent with 1118(d) of ESEA in order to strengthen the involvement of families
- Ensure that the Parent Involvement Policy is included in the Comprehensive Education Plan (CEP)
- Ensure that *all parents* are informed of parent involvement activities and are provided with copies of the school-parent compact and parent involvement policy in the home language
- Ensure that parents are involved in the determination of how Title I, Part A funds for parent involvement are spent
- Use the definition of parent involvement as a guide to monitor all programs, activities and procedures.

Definition:

Parent Involvement means the participation of parents in regular, two-way, and meaningful communication with the school. Parents are an integral partner in their child's learning, actively involved in their child's education and are encouraged to participate in decision-making and advisory committees at the school.

II. Implementation

1. P.S. 89Q has established a Title I Parent Involvement Committee. This committee is responsible for the creation of the Parent Involvement Policy; therefore, parents are involved in the development of the policy.
2. P.S. 89Q involves parents in school review and improvement by having parents complete Learning Environment Surveys, participate in school leadership, participate in the parent involvement committee and volunteer as Learning Leaders.
3. P.S. 89Q will inform parents of current units of study in reading, writing, science, social studies, and math through a centrally located bulletin board, as well as, a monthly curricular calendar. The school will inform parents of new units of study and teachers will invite parents to end of unit curriculum celebrations throughout the year.

4. P.S. 89Q will review the Learning Environment Survey to determine the effectiveness of its parental involvement policy for *all parents*, especially for parents of limited income, special needs, limited English proficiency, limited literacy and including all ethnic groups.
The results of this survey will be used to plan parental involvement activities and programs to meet their needs.
5. The school website www.ps89q.org provides important information to parents in an electronic format.
6. P.S. 89Q will build school and parent capacity by providing the following activities:
 - Inform parents of state academic standards, benchmarks, standardized testing requirements, promotional criteria and how to monitor their child's progress by utilizing www.ARISParentLink.org. Parents also receive academic feedback on a *monthly basis* either through report cards, or student progress reports.
 - Provide materials and training to foster literacy and parental involvement through programs such as: Learning Leaders, "First Steps" Parent Toddler Program, ESL, Math and Literacy Workshops, and library programs.
 - Coordinate and integrate parent involvement programs with pre-school students: kindergarten orientation, First Steps Parent Toddler Program, inviting Universal Pre-K parents to attend P.S. 89Q parent workshops.
 - P.S. 89Q makes every effort to insure that information is made available in the parents' language of understanding through written translation of fliers, memos, parent notices and provides oral interpretation during parent workshops and meetings. The school has created an in-house translation & interpretation committee comprised of volunteers and professionals. In addition, P.S. 89Q utilizes the DOE over-the-phone interpretation services.
 - PS 89Q continues to maintain and expand its collection of native language literature to promote family literacy.

III. Discretionary Activities

P.S. 89 will continue to develop and maintain model approaches for improving parent involvement such as:

- Creating and maintaining a parent lending library
- First Steps Parent-Toddler Program to improve the language development of preschool age siblings
- In-House Translation & Interpretation Team to assist with communication between home and school.
- Adult ESL/Literacy

IV. Adoption

This school parental involvement policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by the P.S. 89Q School Leadership Committee agenda. This policy has been adopted by P.S. 89Q – The Elmhurst School and will be in effect for the period of **2014-2015** school year. The school will distribute this policy to all parents of students participating Title I, Part A in their language of understanding.

SCHOOL-PARENT COMPACT

Mission Statement

Every student at P.S. 89Q will receive a solid foundation for learning through rigorous, Common Core aligned instruction in literacy and mathematics. We will build a community of learners where all members, staff, students and parents are actively engaged in the educational process. Critical thinking, problem solving and communication skills are developed through an enriched academic program that includes science, technology and the arts. We will create a positive, supportive educational environment that will develop all students into life-long learners, ready for college, career and beyond.

Student Pledge

As a student, I will strive to:

- Let my teacher and family know if I need help.
- Read on my own and with my family, every day.
- Do my homework every day, and turn in all assignments when they are due.
- Obey the school rules and follow the discipline code.
- Respect myself, adults, and other students, the school's property, and the property of others.
- Come to school every day prepared to learn by eating breakfast, having school supplies and wearing the school uniform.
- Give all school notices to my parents/guardians.

Family Pledge

As a parent, I will strive to:

- Stay aware of what my child is learning and communicate regularly with the school staff and my child.
- Reach out to the school community.
- Assist with homework, read with my child every day, and sign the daily reading log.
- Monitor the content and amount of my child's television viewing, video gaming, and online activities.
- Make sure my child arrives to school on time every day, attends regularly, and follows the school's discipline and dress codes.
- Attend parent teacher conferences, workshops, Parent Teacher Association meetings, and participate in school activities.
- Monitor my child's progress by accessing student information on www.ARISParentLink.org.

Faculty/Staff Pledge

As a member of the school community, I will strive to:

- Provide high quality curriculum and instruction that aligns with the Common Core State Standards in a safe and supportive environment.
- Provide the necessary books and materials to support curriculum and instruction.
- Provide interventions as needed, and keep parents informed on how their child is doing.
- Attend professional development to stay current in best practices.
- Inform parents of programs/services that their children are eligible for.
- Provide information in the home language through translation of memos and newsletters, and oral interpretation at PTA meetings/parent-teacher conferences.
- Respect the cultural and linguistic diversity of our students and their families.
- Develop activities that encourage parent involvement to promote academic achievement and build home-school connections.

Student's Signature

Parent's/Guardian's Signature

Teacher's Signature

Principal's Signature

DBN: 24Q089

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. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$1,112,626.35	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	\$169,360.00	X	See action plan
Title III, Part A	Federal	\$96,576.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$9,699,354.00	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.

**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 24	Borough Queens	School Number 089
School Name the Elmhurst School		

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 Casper Cacioppo	Assistant Principal Eileen Banks
Coach Marcia Elwarari	Coach Kathleen Hughes
ESL Teacher Meirong Xu	Guidance Counselor Luis Betancourt
Teacher/Subject Area Edward Maier	Parent Marisa Bassi
Teacher/Subject Area Mara Dajevskis	Parent Coordinator Mayra Soto
Related Service Provider Kimberly Kane/SETSS	Other
Network Leader(Only if working with the LAP team)	Other

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.	12	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	2
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	3	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	4	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1990	Total number of ELLs	824	ELLs as share of total student population (%)	41.41%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	2	2	2	2	2	2								12
Freestanding ESL														
Pull-out	11													11
Push-In		11	8	9	8	7								43
Total	13	13	10	11	10	9	0	66						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	824	Newcomers (ELLs receiving service 0-3 years)	652	ELL Students with Disabilities	182
SIFE	2	ELLs receiving service 4-6 years	172	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	49			5						54
ESL	603	2	117	167		65				770

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	652	2	117	172	0	65	0	0	0	824
Number of ELLs who have an alternate placement paraprofessional: <u>10</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	23	28	16	45	8	55	2	63	1	58	4	60							54	309
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	23	28	16	45	8	55	2	63	1	58	4	60	0	0	0	0	0	0	54	309

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): <u>258</u>	Number of third language speakers: <u>48</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u> </u>	Asian: <u>39</u>	Hispanic/Latino: <u>259</u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>11</u>	Other: <u> </u>

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	161	140	81	81	95	91								649
Chinese	5	4	6	2	6	2								25
Russian														0
Bengali	6	11	6	5	4	4								36
Urdu				1										1
Arabic	1	1	1		1	1								5
Haitian														0
French														0
Korean	1													1
Punjabi		1	1	1										3
Polish			1	1										2
Albanian		2												2
Other	15	2	3	5	13	8								46
TOTAL	189	161	99	96	119	106	0	770						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	6	7	6	4	4								31
Intermediate(I)	40	33	21	40	24	20								178
Advanced (A)	126	67	62	72	62	73								462
Total	170	106	90	118	90	97	0	671						

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	68	28	5		101
4	62	28	5		95
5	70	29	12		111
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	53		45		13		3		114
4	47		40		13				100
5	73		30		12		1		116
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	11	3	50	3	28	2	100
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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)			2	3	1	11	20	70
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 tool used to assess early literacy skills of ELLs is the Teachers College Reading and Writing Project (TCRWP) reading assessment. TCRWP evaluates the literacy skills of all of students, including the ELLs. The assessment is an efficient method of assessing

readers in letter naming, letter/sound recognition, sight words, decoding, reading comprehension and fluency. The tool is used to determine students' strengths and weaknesses in the area of reading, and matches students to the appropriate level independent reading texts. Teachers record the students' results on the assessment which are then entered into an Access database. The school's data specialist creates reports using the TCRWP data and merges that information with reports provided by ATS, such as ELL proficiency level, NYSESLAT scores, ELA scores, years in NYC school, etc. This allows us to quickly identify student groups and tailor intervention services for students whose academic needs may be similar. One such example might be, "All Grade 2 students whose reading levels put them at risk received a proficiency level of intermediate or advanced on the 2013 NYSESLAT exam."

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

A review of New York state English as a Second language Achievement Test (NYSESLAT) scores for the school year of 2012-2013 resulted in the following findings:

In Kindergarten, 207 ELLs took the test. 37 (18%) of these students achieved the Proficiency level; a great majority, 126 (61%) obtained the Advanced level; 40 (19.1%) scored at the Intermediate level and 4 (1.9%) at the Beginning level.

In grades 1-2, 250 ELLs were tested. 54 (22%) of these ELLs achieved the Proficiency level; 129 (52%) scored at the Advanced level; 54 (21%) reached Intermediate level and 13 (5%) were at the Beginning level.

In grades 3-4, 254 ELLs were tested. 46 (18.1%) obtained the Proficiency level; 134 (52.8%) reached the Advanced level; 64 (25.2%) scored at the Intermediate level and 10 (3.9%) at the Beginning level.

In grade 5, 121 students took the test. Of these 121 ELLs, 24 (20%) performed at the Proficiency level; 73 (60.3%) scored at the Advanced level; 20 (16.5%) scored at the Intermediate level and 4 (3.2%) at the Beginning level.

The results of the NYSESLAT are encouraging and show that students are making consistent progress in their English language 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](#))
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

NYS Science Exam

One hundred (100) ELLs took the NYS 4th grade Science test in Spring, 2013. Ninety (90) students took the test in English and ten (10) took the test in their native language. The results for the 4th Grade New York State Science Exam is as follows:

ELLs' Performance in NYS Science Exam in English		ELLs' performance in NYS Science Exam in Native Language
Level 1	2 (2.2%)	1 (10%)
Level 2	11 (12.2%)	3 (30%)
Level 3	50 (55.5%)	3 (30%)
Level 4	28 (31.1%)	2 (20%)

The data above shows that students taking the Science exam in their native language did not fair as well as students who took the exam in English. However, since the number of the students taking the test in their native language is so small compared to the number of the students taking the test in English, the margin seems to be too great to validate an accurate comparison.

Currently, PS 89 is not using the ELL Periodic Assessments to evaluate the growth of our ELLs. Instead, ongoing multiple means of assessments, such as teacher observation and evaluation, Unit assessments, NYS Performance Assessments, New York State standardized exams, as well as Teacher's College Reading and Writing Assessments, are utilized to monitor student progress. Evidence and data

collected through this wide range of resources are carefully reviewed and analyzed, and, thereafter, used to systematically adjust instructional planning to meet the changing needs of our individual ELLs.

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](#).)

In order to improve educational outcomes for “at-risk” students in all grade levels, including English Language Learners, so as to ensure that they are on track of college and career as described in the Common Core Standards, P.S. 89 will continue to use reliable and valid data to guide instruction for ELLs within the Response to Intervention (RtI) framework. The RTI team, which consists of teachers and administrators, will

- periodically review summative and formative data for all at-risk students, including ELLs and determine academic needs based on data and develop programs that target skills deficiencies. The RTI team will assign staff and purchase materials that target the needs of these at-risk students.
- Schedule targeted academic intervention services for at-risk students who are performing well below grade level using Kindergarten Oral Language Intervention, Early Intervention Reading Lab, Leveled Literacy Intervention.
- Collect data on all intervention services/programs. Review the data to monitor the progress of students within each program.

In addition, Pupil Progress Committees will meet regularly to discuss individual students who despite Tier I interventions are not making adequate progress toward grade level benchmarks. Tier II academic interventions will be provided to those students such as Kindergarten Oral Language Intervention, Leveled Literacy Intervention and Rosetta Stone.

In addition, students who continue to struggle will be offered Tier III interventions such as at-risk SETSS and Speech/Language instruction. When warranted, students may be referred for an educational evaluation to determine if special education services are necessary.

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

All ELLs at PS 89Q participate in an instructional program that is aligned with the state mandated ESL, and English Language Arts (ELA), content learning standards and the core curriculum. The second language development for our students plays a very important part in our instructional decisions. Professional development on second language acquisition and ESL methodologies and techniques are offered to teachers of ELLs throughout the school year. Every year as soon as the NYSESLAT results become available in ATS, we analyze the data to find out in which modality (modalities) our ELLs have performed well and which area(s) needs improvement. Teachers, thereafter, are provided with workshops on how to utilize the data to drive instruction. ELLs are flexibly grouped based on their NYSESLAT and/or LAB-R results as well as other reliable assessments such as teacher observations and conference notes, Teacher’s College Reading and Writing Assessments, and are provided with small-group and task-oriented instruction that guide the production of language both in verbal and written forms. English Language Learners are also heterogeneously grouped with English proficient students in their respective classes, which provides an opportunity for the ELLs to interact with their peers who are native speakers and/or with stronger English language skills. In addition to receiving the rigorous grade-level core curriculum, all ELLs are provided with the English as a Second Language support services as mandated in CR Part 154. Technology, including the use of computers equipped with internet access for language learning and ESL software, is also available to all students. Furthermore, an ESL Newcomers Class is created to help the newly arrived ELLs in grades 3-5 to develop their English as a second language skills and, thus, to facilitate their transition into the English school system.

Second language development also permeates all the content areas. Materials are carefully selected to enable the students to develop their English language skills while learning the content. Some of the content area teachers are licensed in teaching English as a Second Language.

7. For dual language programs, answer the following:
- a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Students in the Dual Language program are assessed using ELSOL and the Spanish Rigby Literacy assessment program periodically through the school year. In addition, all Dual Language students in grades 3-5 are assessed in Spanish reading using the NYC ELE test.

After reviewing and analyzing the performance data on the 2013 ELE by our English Proficient (EP) students, the following is noted:

0.9% performed at 1-25 percentile

10.8% performed at 26-50 percentile
19.6% performed at 51-75 percentile
68.6% performed at 76-100 percentile

English Proficient (EP) students are achieving well in Spanish, with 88% of EP students performing in the 3rd and 4th quartile on the ELE exam. The data further shows that the majority of English proficient students in the Dual Language Program scored the highest performance category, with 68.6% achieving a 4th quartile score.

English Proficient (EP) students' performance on the New York State Assessments is as follows:

2013 NYS ELA Exam

43.8% of the students achieved levels 3 & 4; 47.3% performed at level 2; 8.7% scored at level 1.

2013 NYS Math Exam

72.8 % of the students performed at levels 3 & 4; 26.3% scored at level 2; 0.8% scored at level 1.

2013 NYS 4th Grade Science Exam

100% of the students in the Dual Language program performed at levels 3 & 4.

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

The success of our programs for the English Language Learners is measured through both formative and summative assessments such as On Our Way to English Unit Assessment, teacher observations and conference notes, Oral Language assessment, Teacher's College Reading and Writing Assessment, New York State English Language Arts Examination, New York State Mathematics Examination, New York State Science Examination, Periodic Assessments, and the annual New York State English as a Second Language Achievement Test (NYSESLAT).

The data below indicates that our programs for ELLs are successful:

On the 2013 New York State English Language Arts (ELA) and the 2013 New York State Mathematics Exam, our English language learners performed on a par with and/or better than their peers both district wide and city wide.

New York State ELA exam

- 8.3% of our Third grade ELLs achieved levels 3 & 4 vs. 8.6% of the ELLs district (24) wide and 6.9% city wide
- 7.5% of our Fourth grade ELLs achieved levels 3 & 4 vs. 4.6% district (24) wide and 3.6% city wide
- 11.1% of our Fifth Grade ELLs achieved levels 3 & 4 vs. 6.6% district (24) wide and 4.0% citywide

New York State Math Exam

- 15.7 of our Third grade ELLs performed at levels 3 & 4 vs. 16.7% district (24) wide and 15.8% citywide
- 19.4% of our Fourth grade ELLs achieved levels 3 & 4 vs. 15.4% district (24) wide and 14.3% city wide
- 11.5% of our Fifth grade ELLs obtained levels 3 & 4 vs. 10.8% district (24) wide and 10.2% city wide

NYS Science Exam

- 83% of our 4th grade ELLs achieved levels 3 & 4

As indicated by the results of the 2013 New York State 4th Grade Science Exam, where 83% of our ELLs achieved levels 3 & 4, the Science program at P.S. 89 Q has been extremely successful for ELLs. In addition to utilizing the New York State Science Exam results as a consistent source for evaluation through data analysis and comparison, our Science program is evaluated in other multiple ways as shown below:

- * the teacher-student conference notes throughout the year on each science topic
- * Unit assessments
- * Teacher observation
- * New York City Fourth Grade Science Baseline Assessment

English as a Second Language Program

The 2013 NYSESLAT results demonstrate that our ELLs are making encouraging progress in their second language development/acquisition. About 72% of the ELLs achieved either the Proficiency level and/or the Advanced level; 21% scored at the Intermediate level; 3% at the Beginner level.

Research on Second Language Acquisition has shown that Basic Interpersonal Communication Skills (BICS) is often acquired to a functional level within about two years of initial exposure to the second language whereas about 5-7 years usually required for a second language learner to acquire Cognitive Academic Language Proficiency (CALP) (Cummins 1999). Our findings of the NYSESLAT performance by our ELLs corresponds to the research.

Dual Language Program

The success of our Dual Language Program is measured using both formative and summative assessment data such as ELSOL, Rigby Spanish Literacy Assessment, Unit tests, teacher observation and conference notes, Teacher's College Reading and Writing Assessments, NYC Acuity and Predictive Assessments, Spanish reading test (ELE), and the New York State Assessments. As indicated by the summative data aforementioned, our Dual Language program is effective .

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](#).)

In order to promote and ensure the opportunities of social and academic success for every student, P. S. 89 makes every effort to place the students in the most educationally appropriate programs. The following screening and assessment instruments for determining ELL eligibility are implemented:

Screening

At enrollment, all parents or guardians of newly enrolled students are required to complete a Home Language Information Survey, which is translated in fifteen languages, to determine what language the child speaks at home. A licensed English as a Second Language (ESL) teacher meets with the parents and conducts an informal oral interview with the parents in their native language and/or English. If the Home Language Identification Survey (HLIS) indicates that the Home Language of the student is other than English or student's native language is other than English, he or she will be administered an English proficiency test called the Language Assessment Battery Revised (LAB-R).

Initial Assessment

A licensed English as a Second Language teacher administers the Language Assessment Battery Revised (LAB-R) to the student who speaks a language other than English and/or speaks little or no English. Performance on this test determines the student's entitlement

to English language development support services. If the student scores at the Proficient Level, the student is not an English Language Learner (ELL) and is placed in the general education program, and is not eligible for English Language development support services. If the student scores at Beginning, Intermediate or Advanced level, the student is identified as an English Language Learner (ELL), thus entitled to English Language development support services. If the LAB-R results show that the student is an ELL, and Spanish is the dominant language spoken at home, he or she is also administered a Spanish LAB to determine language dominance. Newly identified ELLs are placed in the appropriate program within ten days of enrollment.

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.

Parent Orientations are regularly held at P.S. 89Q to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). Parents of new admits are given the opportunity to attend one of the parent orientation meetings whereby they select the instructional program for their child(ren) according to their child's needs and their individual choice.

The meetings take place starting in June, at the Kindergarten orientation meeting, and continue throughout the year, especially at the beginning of the school year. The workshops are conducted on a daily or weekly basis, since we have ongoing registration throughout the year, to allow the parents of new students to be informed and make the best possible program choice for their children. In addition, as early as January, when registration begins for the new school year, parents are also afforded the opportunity to familiarize themselves with the different educational programs offered by the city, as well as at the school, through individual interviews conducted by the registration staff which includes, the secretary, the Parent Coordinator and the ESL teacher.

Moreover, during the parent-teacher conferences that take place in November and March, parents can attend the orientation meetings in the afternoon and evening hours to accommodate their working needs and schedules.

Notification of the parent orientation meetings are distributed through entitlement and invitation letters sent home according to the school population and children's native language. When parents do not come to the assigned orientation meeting, the meeting is rescheduled until we finally reach the parent via home letter, a telephone call, or meeting the parent(s) at arrival and dismissal times.

The parent orientation meetings are conducted in the cafeteria at approximately 8:30 A.M., in the afternoon and evening hours during the parent-teacher conferences, or at a parent's requested schedule. An agenda is provided, as well as a sign-in-sheet for parents as proof of their attendance. Also, a parent guide in different languages is given out outlining all the different programs that are available for their children.

The orientation meeting starts with an introduction in which the purpose of the meeting is explained, followed by a video presentation from the Department of Education of the City of New York. The video introduces parents to the three programs available in the New York City public schools. It provides them with a full detailed description of the programs, and offers an explanation of their right to choose such programs. Following the video, parents are afforded the opportunity to ask questions, with the help of a translator and/or a native speaker, regarding the programs and the choice options for their children.

Parent visitation of the Dual Language (English and Spanish) and ESL (English as a Second Language) classes is also part of our parent outreach program. Parents, as a group, visit these classes to get a real live demonstration of how the programs work. The visitation of classes is very informative for parents and helps them better understand the program choices available to them and their children.

To ensure that entitlement letters are distributed, and Parent Survey and Program Selection forms are returned, we send the entitlement letters together with the invitation letters home via the children's home-school-connection folders. A return slip is attached to the letter for parents to check the attendance or non-attendance at the workshop. The classroom teacher collects and places the returned slips in the Parent Coordinator's mailbox. Parent responses are used to determine who will be attending, and who can not attend. With the results, a new meeting is planned to accommodate the parents' requests.

The Parent Coordinator, the workshop leader and the ESL teachers assisting in the parent orientation meetings help and guide the parents in completing the parent survey and program selection forms distributed at the meetings. The returned forms are then used to place children in the respective programs according to the parents' choice. Parents, who do not return the forms, are given time to

bring them home to discuss and think about the program choice for their children. Parents have the option of returning the forms at a later date to the Parent Coordinator, the child's teacher, or to bring it to the school at a convenient time. If a parent does not return the form, a telephone call is made by the workshop staff, or a reminder note is sent home to the parent.

If a parent chooses a program that is not available at the school (for example, the Transitional Bilingual program) the parent has the choice to transfer the child to another school that offers that program. If the parent refuses to transfer the child he or she will be placed in an ESL class.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

At the orientation meetings, for the newly arrived ELL students, parents are given the Parent Survey and Program Selection Form, in which the workshop leader, Mrs. Isaac, helps them fill out the forms. After all the forms have been collected and reviewed, Mrs. Isaac and other designated staff distribute the Placement Letter to the parents to notify them of their child's placement. Mrs. Isaac makes two copies of the forms and places the original form inside the student's cumulative folder, one copy inside each class folder, which in turn is placed inside a box located in the Assistant Principal's office and the other copy is placed inside a binder by class located in the ESL Coordinator's office. In addition, all this information is entered and/ or updated in ELPC screen in the ATS within twenty days of the student's initial enrollment.

Continued Entitlement Letter, which has been translated in thirteen different languages, are prepared and distributed by the ESL teachers to these students who continue to be in the ESL program as determined by their performance on the most recent NYSESLAT, which is administered annually in the spring time. To ensure that the students bring the letters home and their parents read them, parent signature is required on the letters to indicate that they have read the information. After the students bring back the signed continued entitlement letters, the letters are collected by the ESL teachers and placed in a binder by class, which is maintained in the office of the ESL Coordinator.

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.

Students identified as ELL by the Home Language Identification Survey and LAB-R scores are placed in their respective educational programs, according to the parents' choice as outlined in the survey and selection forms. ELLs in need of ESL instruction are placed in classrooms where they receive support services as determined by their score on either the LAB-R test or the NYSESLAT scores. If parents choose the Dual Language program, students are placed based on class availability. The names of the remaining students awaiting placement in the Dual Language Program are placed on a waiting list. A letter is sent to the parents to inform them of the information. As soon as the space becomes available, the students are then placed in the program in order to comply with the parents' program choice. The video on the program choices shown to the parents at the Parent Orientation meetings is in thirteen different languages. Moreover, the ESL teacher who gives the workshop speaks both English and Spanish. P.S. 89 is a multicultural educational institute with great diversity. Our staff speak more than fifteen different languages. Native language translation is always provided to parents who need to communicate with the school in reference to their child's educational placement and needs.

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 federal No Child Left Behind Act (NCLB) mandates that all English Language Learners from kindergarten through grade 12 be assessed every year to measure their English language proficiency in listening, speaking, reading, and writing. The New York State English as a Second Language Achievement Test (NYSESLAT), which is designed to measure the English language proficiency of the English Language Learners, is administered annually in the spring to all ELLs in grades K-5 at P.S. 89. ATS reports such as the Revised LAB/NYSESLAT Eligibility Roster (RLER) is utilized to ensure that all ELLs be administered the NYSESLAT. The Speaking subtest of the NYSESLAT is administered to students individually in a separate location by fully certified ESL teachers. The Listening, Reading and Writing subtests are administered to groups of students across three days by fully certified ESL teachers and/or common branch teachers. CD players are provided by the school for administering the Listening subtest to students in grade 2 and above. ELLs with disabilities are provided with testing accommodations specified in their IEP or Section 504 Accommodation Plan (504 Plan), and/or specified in the NYSESLAT Test Administration Manual. Absentees are provided with the opportunity to take the test on the make-up dates, which are part of the primary administration period. Each student's performance on this test will be the basis for determining whether the student continues to be classified as an English Language Learner. As determined by the results of

the test, the student's English language proficiency level is classified as beginner, intermediate, advanced, or proficient. Students who achieve beginning, intermediate or advanced level will continue to receive the required amount of language arts instruction and services prescribed under Part 154 of the Regulations of the Commissioner of Education.

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. 
- During the past several years, parents at P.S. 89Q have chosen the Freestanding ESL program or the Dual Language program (English/Spanish) for their children. Some parents choose ESL as the first choice and the Dual Language Program as the second choice even though they understand that their child's name will be placed on a waiting list for the Dual Language Program.

Each year, many parents seem to be choosing the Dual Language program (English/Spanish) for their child. The need to know different languages in the constantly changing world, in which we reside, is the motivation for many parents. We have discovered that this trend seems to apply not only for those students of a Spanish background, but also for those of other languages and cultures such as Chinese, Bengali, Indian, Nepali, and Filipino.

Programs selected by parents of newly arrived ELLs on the Parent Survey and Program Selection Form

DL	52
ESL	191

The staff at P.S. 89Q makes a concerted effort to align the programs offered at the school with those chosen by the parents. In this school year 2013-2014, we have two Dual Language (English/Spanish) classes on every grade from Kindergarten through Fifth Grade.

The majority of parent choice selections were for the Freestanding ESL program. This option seems accepted by most parents since their child(ren) are placed in a monolingual English setting, and then also receive the support from an ESL teacher, both in and out of the classroom.

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])?

At P.S. 89Q, the English as a Second Language instruction for ELLs in K-5 is aligned with the state ESL Standards and the state Common Core Standards for the English Language Arts (ELA) and content areas. The ESL program ensures the continuity of rigorous instruction on all academic areas, and is implemented, mainly, through a push-in/co-teaching model, as well as a pull-out program. All English Language Learners are heterogeneously grouped from the beginning level, to the intermediate level, and the advanced level in their respective classes. Teachers support students' language development and participation in content areas by utilizing ESL methodologies and instructional strategies such as Total Physical Response, Natural Approach, Language Experience Approach, Cooperative Learning, modeling, Differentiated/Small Group Instruction and scaffolding within the framework of Reader's and Writer's Workshop, Math Workshop, and the Rigby ESL program, On Our Way to English. The ELLs are grouped heterogeneously and flexibly for targeted areas of instruction according to the LAB-R and the NYSESLAT scores as well as a wide-ranging other reliable assessment measures such as unit assessments, teacher conference notes, and Teacher's College Reading and Writing Assessments. Teachers model the use of language in ways that offer opportunities for students to participate by listening, speaking, reading and/or writing. Teaching materials include a wide range of texts, visual and digital-resources, including Smart Boards, document cameras, cassette players with audio cassettes, computers with CDs along with corresponding English books for increasing English language proficiency. Informational texts, trade books of different genres, and leveled library books are part of the Reader's and Writer's Workshops. Fluency centers, which focus on students' oral language development, are being implemented for students in grades Kindergarten through 5th grade. One English Language Lab for Kindergarten and one transitional Newcomer's class have been created to further support the ELLs in their language acquisition. In addition, the ESL teachers regularly diagnose the students instructionally and use the Rigby On Our Way to English Program to provide small group/differentiated balanced literacy instruction. Comprehensible input such as ESL Read Aloud Pocket Chart, visuals, realia, manipulatives, pictures, pantomime, Smart Boards, and document cameras are utilized in teaching all subject areas to help develop/promote both social and academic vocabulary, concept learning and comprehension skills as well as reinforcing the four language skills of listening, speaking, reading and writing. Art, music and drama are also integrated into the lessons to reinforce these four language skills. In addition, educational software and instructional technology, native language literature and bilingual dictionaries are available to the students to enhance their language proficiency and academic performance. Teachers use all the resources available to support student's understanding of the main academic content. Language functions and structures are incorporated as key elements of the lesson within the context of the lesson.

The organizational model in Dual Language Program at P.S. 89 is self-contained, with ESL instruction provided by the ESL certified classroom teacher(s). There are two teachers for each grade level. At least one, and in some cases both teachers, in a grade partnership are certified ESL teachers. Therefore, all ELLs are receiving instruction far above the 360 minutes mandated for beginners.

The Dual Language program provides both English Language Learners and English proficient students with an academically rigorous curriculum in both languages that will enable them to meet or exceed New York State and City Standards. Currently, there are two Dual Language classes in each grade, from Kindergarten to Fifth grade. The Spanish/English Dual Language program is implemented using a 50/50, side-by-side model. Beginning in Kindergarten, all Dual Language students are offered fifty percent English Language Arts, and fifty percent Spanish Language Arts. Students alternate daily between classrooms, and all content areas are taught in the classroom language. For example, a child in the English classroom on Monday will receive all literacy and content area instruction in English on that day, and on Tuesday that child would be in the Spanish classroom and would receive all literacy and content area instruction in Spanish. English Proficient students (EPs) and ELLs are integrated at all times from Kindergarten to Fifth grade.

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)?

As per CR Part 154 regulation requirements, all ELLs at the Beginning and Intermediate stages of language development receive 360

minutes of ESL services per week. Students at the Advanced level receive 180 minutes of ESL services and 180 minutes of ELA instruction per week.

The ESL program at PS 89Q is implemented mainly through a push-in/co-teaching model. ELLs at the Beginning and Intermediate levels are provided with 90 minutes of ESL instruction four times a week by the fully certified ESL teachers and more than 90 minutes of ELA instruction per day by the classroom teachers. ELLs at the Advanced level receive 45 minutes of ESL instruction four times a week from the licensed ESL teachers and more than 90 minutes of ELA instruction per day from the classroom teachers. An English as a Second Language lab is established to provide ESL services to the ELLs in Kindergarten, especially the ELL beginners. There is also a transitional Newcomer's class for grades 3-5, where recently arrived ELLs are offered intensive ESL instruction. All our ELLs are serviced according to the CR Part 154 regulations.

The organizational model in Dual Language Program at P.S. 89 is self-contained, with ESL instruction provided by the ESL certified classroom teacher(s). There are two teachers for each grade level. At least one, and in some cases both teachers, in a grade partnership are certified ESL teachers. Therefore, all ELLs are receiving instruction far above the 360 minutes mandated for beginners and intermediates.

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

Content area in the ESL program is aligned with the New York State Common Core Learning Standards. The instructional language is English. Teachers of the subject areas are provided with professional development on second language acquisition and ESL methodologies and techniques throughout the school year. ESL methodologies and strategies are permeated through the lessons to help make the content comprehensible. Materials in the content areas are carefully chosen to foster language development as well as content learning. Content area teachers regularly diagnose students instructionally through observation, conferencing, unit assessments, and other various reliable assessment measures. Instructional plans are adapted accordingly to meet the individual needs of the students.

Content area instruction in the Dual Language Program is aligned with the New York State Common Core standards in Math, Science and Social Studies. It is provided in both English and the Native Language (Spanish) according to the school's Language Allocation Policy. The instruction is also supported by instructional materials in both English and Spanish. In addition, students receive at least 3 periods of content instruction per week from content specialists in English. The content specialists utilize the workshop model and employ ESL methodologies during the lessons. Select ELLs who are at risk are receiving AIS in mathematics, as well as AIS in literacy through the Early Intervention Reading Labs, through the Rosetta Stone computer-based program, Leveled Literacy Intervention program to further support their academic learning, as well as language acquisition.

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

Students in the Dual Language program are assessed using ELSOL and the Spanish Rigby Literacy assessment program four times per school year. In addition, all Dual Language students in grades 3-5 are assessed annually in Spanish reading (ELE) test.

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

To ensure that ELL student progress in the English language acquisition is appropriately evaluated and monitored, teachers of ELLs maintain a student progress binder, where they put student's work samples, unit assessment results, oral language assessment results, reading and writing samples/assessment results, as well as teacher's conference notes with the students. Teachers use multiple data sources to examine and monitor student progress and instructional improvement. In addition, A variety of assessment tools such as LAB-R, Teacher's College Reading and Writing Assessments, New York State Examinations, and NYSESLAT are required/mandated tools to diagnose student learning needs and/or measure student learning.

6. How do you differentiate instruction for ELL subgroups?

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

The SIFE program: There are, presently, two (2) students identified in this category, with one (1) student in the 4th grade and one (1) student in the 5th grade. The same differentiated instruction and after school programs that are offered to all ELLs are offered to the

SIFE students. All instruction is Common Core Standards-aligned and differentiated through small group and individualized instruction. They are also provided with opportunities for project-based learning and cooperative learning with their peers. SIFE students receive a minimum of 360 minutes of English as a Second Language instruction each week. Furthermore, an ESL Newcomer Program has been created in grades 3-5, and a computer-based ESL program "Rosetta Stone" in grades 2-5 has been implemented to further support the development of their English speaking, listening, reading and writing skills.

Newcomers, who have been in an English language school system fewer than three years, are provided with small group/differentiated instruction in all grades. Teachers of beginner ELLs regularly diagnose them instructionally and then use the data to determine their academic progress and needs. To facilitate their language and content learning, teachers employ a wide variety of ESL strategies such as Total Physical Response, language experience, modeling, graphic organizers, pictures, technology, including audio/visuals and Smart Boards, hands-on activities, and gestures to scaffold the lessons. One English as a Second Language Lab has also been created to further develop and/or enhance the English language skills of these ELLs. In addition, the ESL teachers use the Rigby On Our Way to English Program to provide differentiated/small group balanced literacy instruction. A custom-made ESL Newcomer's Kit Program has been created by the ESL Coordinator to meet the needs of the ELLs who have been in the English language school system for less than one year. This Newcomer's Kit/Program contains developmentally appropriate language support materials for students who are new to the country. The materials in the kit are a valuable resource for both the ESL and classroom teachers to provide appropriate language instruction for the ELL Newcomers. Furthermore, the materials may be used by the student independently to support their language development during English Language Arts and English as a Second Language instruction. The Newcomer's Kits contain materials that include visual aides, auditory devices and tactile materials that provide repetition and adequate practice for the ELL Newcomer.

In addition to being provided with the high quality standards-based literacy and mandated ESL instruction, small group/differentiated instruction is implemented 2-3 times per week by the classroom teachers to address the needs of these ELLs receiving ESL services for 4-6 years, utilizing ESL strategies and methodologies. Peer-support system such as partnership reading, book club is also established to assist them to expand their English Language Arts skills. Furthermore, technology-based literacy programs such as Raz-Kids, Pebble-Go and English as a Second Language learning program Rosetta-Stone are implemented in all the classrooms with this subgroup to develop/improve their English academic vocabulary and communication skills. Their progress is periodically assessed, and instructional plans are modified based on the evidence and data to further strengthen their language acquisition process and academic learning. In addition, some identified "at-risk" ELLs receiving service for 4-6 years are provided with targeted Academic Intervention Services within the Response to Intervention (RtI) framework. Their academic growth is assessed and reviewed regularly during RtI team meetings by the Pupil Progress Committee, which consists of the Assistant Principal, the guidance counselor and the classroom teacher, to determine the effectiveness of such interventions. If the interventions do not result in sufficient progress, students who require additional interventions may be referred for an evaluation for Special Education services. In the interim, all Title III afterschool programs are available to the students. The Parent Coordinator is also instrumental in arranging for additional academic intervention, both in school and at home, through the Supplemental Educational Services (SES).

Former ELLs achieving proficiency on the NYSESLAT continue to receive transitional support in enhancing their English language and literacy skills. They are provided with differentiated/small group instruction in English Language Arts based on their instructional needs, as determined by formal and informal assessments, and the results of the NYSESLAT modalities. Non-fiction texts such as "National Geographic", "Scholastic News" have been purchased every month for all students including these former ELLs to help advance their content-based knowledge and academic language. Peer-support system such as book club and partnership reading has been established to provide additional support. All Title III programs (subject to availability), after school and before school, are also available to recently proficient ELLs in order to continue to support their language acquisition and literacy advancement. In addition, former ELLs are provided with testing accommodations, including extended time and a separate location, as recommended.

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?

Teachers of ELL-SWDs use a variety of instructional strategies and grade level materials through the Teacher's College Readers and Writer's units, GO Math and Orton Gillingham programs that both provide access to academic content areas and accelerate English language development. Teachers of ELL-SWDs utilize such instructional strategies as, keeping instructions brief and as uncomplicated as possible, providing handouts and visual aids, when appropriate, team a reader with a non-reading student during in-class assignments, use more than one way to demonstrate or explain information, breaking information into small steps when teaching many new tasks in one lesson (state objectives, review previous lesson, summarize periodically). Teachers of ELL-SWDs also allow time for clarification of directions and essential information.

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?

ELL-SWDs are placed according to their Individualized Education Plans (IEPs) in either a Self-Contained Class, an Integrated Co-

Teaching Services (ICT) class, or into a Special Education Teacher Support Services (SETSS) program. Based on their progress assessment and individual needs, small group/one-on-one/differentiated instruction is provided to these students in the classroom and/or at the English as a Second Language Lab. Technology such as Front Row amplification system and Smart Boards, computer-based literacy program with rich visual support such as RAZ-Kids and Pebble-Go have been implemented in the classrooms to further maximize their opportunity for academic success. Their interventions are monitored closely by the Special Education Coach, the School Based Support Team (SBST), as well as the guidance counselors and assistant principals, along with the classroom teachers and parents, to ensure that each student is receiving the appropriate interventions. All Title III afterschool programs (subject to availability) are available to ELLs with special needs, as well.

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

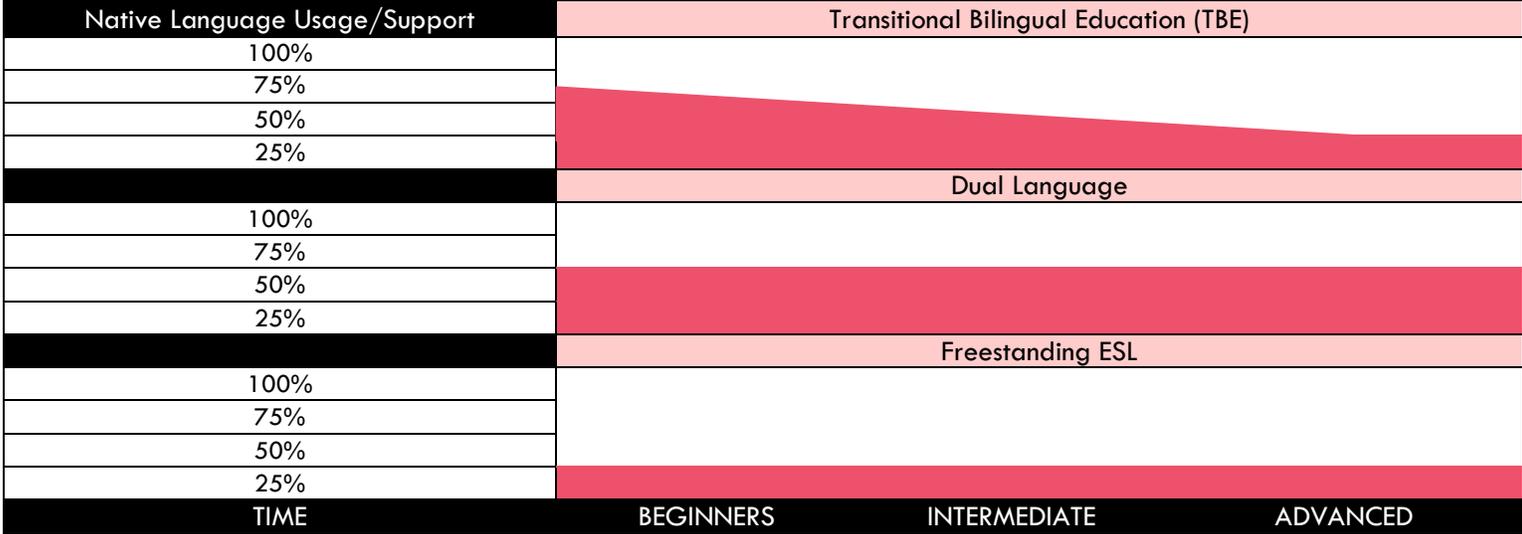
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

The following Academic Intervention Services (AIS) are in effect for all ELLs who require additional support and improvement in academic performance:

- Small group and individualized instruction
- Oral Language Program (grades K-2) targeting the development of the oral language of ELLs
- Lectura, a technology-based Spanish phonics program for SSL students in the Dual Language Program
- Rosetta Stone, a technology-based English as a Second Language learning program, aiming to develop/improve English vocabulary and listening skills of the ELLs
- Progress-monitored on-line literacy programs such as Raz-Kids and Pebble-Go have been implemented to develop/improve concept learning, academic language and reading comprehension skills as well as listening skills.
- Three SETSS Learning Labs have been established to provide "at risk" students, including "at risk" ELLs with small group/differentiated instruction in Math and Literacy skills
- Early intervention Reading Labs
- AIS Math
- Newcomer's Class for the first-year new entrants/ELLs in grades 3-5

Kindergarten "At-Risk" speech language intervention program has been established to provide early intervention to those ELLs whose home language is Spanish, but scored significantly below proficiency in Spanish LAB and English LAB-R. The identified students are provided with 30 minutes of speech and language therapy 1-2 times per week for 6-8 weeks.

In order to better support the students in their academic success, PS 89Q will conduct its own hearing screening for all the "at risk" students, including "at risk" ELLs, in grades K-5. An audiologist will be hired to train the staff who will be conducting the screen. Students who are found in need of help will receive additional support.

Moreover, based upon student's needs and the extent to which those needs affect educational performances, the following related services are also provided to ELLs:

- Speech /Language Therapy, a program designed to address deficits in a student's auditory processing, articulation/phonological skills, comprehension and use of semantics, syntax, pragmatics, and voice production and fluency.
- Special Education Teacher Support Services, which combines the services of Consultant Teacher and Resource Room and provides specially designed instruction to support the participation of the student in the general education classroom with consultation to the student's general education teacher and other providers.
- Occupational Therapy that maintains promotes and/or restores function of students in all educationally related activities through the use of purposeful activities, adaptive equipments as well as assistive technology, as needed.
- Physical Therapy emphasizing physical function and independence in various settings including the classroom, gym, and staircase to enable students to benefit from instruction.
- Counseling, an interpersonal activity designed to improve students' social and emotional school functioning in the areas of appropriate school behavior and discipline, social skills, and self- esteem, to enable students to succeed in school.
- Professional support, which, on an individual case-by-case, is provided for the ELLs.

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

Our current program for ELLs has proven effective as evidenced by both formative and summative data such as NYS Performance Assessments, teacher observation and evaluation, New York State standardized exams results aforementioned. To accelerate achievement in both content areas and academic language development for all ELLs, PS 89Q has continued to increase non-fiction units for all grades and provide all the students, including the ELLs, in grades K-5 with the access to a research-based and progress-monitored on-line non-Fiction reading program Pebble Go. A new literacy program "Junior Great Books" has been implemented in grades 2-5 to cultivate students' higher-order literacy skills, problem solving skills and advanced expressive language skills as well. In addition, PS 89Q makes an effort in purposefully hiring strong ELL specialists and subject-matter teachers with training and/or backgrounds in literacy, ESL and/or bilingual education. Current teachers, in addition to receiving the on-going schoolwide professional development opportunities, are encouraged to participate in the Intensive Teacher Institute (ITI), where they receive training in teaching English as a Second Language. Furthermore, the schoolwide inquiry teams will continue to engage in finding best methodologies and practices to boost the students' academic and literacy achievements.

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

In order to help ELL newcomers to develop their English oral language as quickly as educationally as possible and adjust to the new school system and social environment, P.S 89Q has created a transitional Newcomer's Class for recently arrived ELLs with

limited or no knowledge of English language skills. Instruction is delivered by both certified ESL teacher and subject area teacher with an ESL certification. Instruction materials, which are carefully selected and developmentally appropriate, are incorporated in the daily curriculum to assist them in effectively learning essential basic language skills, beginning content area vocabulary and emergent literacy skills.

A literacy program "Junior Great Books" is implemented in grades 2-5. This program offers students, including ELLs, an enjoyable way to deepen their intellectual and personal response to outstanding literature, through Shared Inquiry Discussions with both teacher and their peers.

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

Two English as a Second Language Labs will be reduced to one for Kindergarten students only, and the Science Lab will be dismantled due to space availability as more space is needed for additional classrooms.

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

ELLs at P.S. 89Q are afforded equal access to all school programs. In addition to the high standards-based, rigorous grade-level academic programs implemented for all students, including ELLs, ELLs are also provided with high quality English as a Second Language services as mandated by the CR Part 154 Regulations.

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

P.S. 89 provides a variety of instructional materials to support the ELLs in their acquisition of English as a Second Language and their academic success. The following programs are examples of such resources and support:

- A comprehensive ESL program Rigby "On Our Way to English" targeting the four English language modalities.
- Computer-based ESL program, "Rosetta Stone", which supports ELLs in developing English vocabulary, phonemic awareness, speaking, listening, reading and writing skills
- A literacy program, Columbia's "Teacher's College Reader's and Writer's Workshop" aiming to develop and enhance students' oral language, as well as reading and writing skills
- "Junior Great Books", a literacy program to cultivate student's higher-order literacy skills
- Go Math program
- Delta Science program
- New York State Common Core Standards-Based Social Studies Program "Trade Book Series"
- Technology-based reading programs RAZ-Kids and Pebble Go, aiming to improve content-based knowledge and vocabulary as well as listening and reading skills
- Computers equipped with internet access are available in every classroom
- Technology such as Smart Boards, document cameras and Front Row
- Student's access to borrowing books from the school library, as well as from the class library
- Listening and Fluency centers implemented in every classroom to support the ELLs, especially the newcomers.
- Foundations for First-Fifth Grade focusing on phonics and phonemic awareness
- Oral Language Program targeting the development of the oral language of ELLs
- Lectura, a Spanish phonics program, for students in the Dual Language Program
- Early Intervention Reading Labs
- AIS Math
- ELL Newcomer's Kits
- Bilingual Dictionaries/Glossaries

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

P.S.89Q is a diverse, multi-cultural school community. Many teachers speak more than one language. Native language support is available to ELLs, especially newcomer ELLs, in the general education classrooms. Students are afforded the opportunity to speak in the native language during the lunch periods, recess, gym class, and on class field trips. In the classroom, ELL Newcomers are supported in a buddy system using triads, or partnerships with students who speak the native language. The ELL Newcomers' Kits, which contain English vocabulary development photo cards translated into 13 other languages, are available to the classroom teachers to support their new English language learners. Additionally, the school library contains multi-cultural books in different languages such as Spanish, Chinese, Korean, Bengali, Urdu, Arabic, etc. All students, including ELLs, are provided with the access to borrow books from the school library as well as their classroom library.

All Spanish language classrooms in the Dual Language Program contain comprehensive and extensive leveled native language libraries that support the students during independent reading, as well as in the content area instruction. Materials in Spanish are also available for Guided Reading, and book clubs. Additionally, all Go Math books are used in the language of instruction for that day. For example, the math lesson is taught in Spanish, using Spanish books and materials, when a student is in the Spanish room, and the lesson is taught in English, using English materials, on days when the student is in the English classroom. Word study, phonics and phonemic awareness (K-2), Science, and Social Studies materials are also provided in Spanish.

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

Our mission at P.S. 89Q is to provide every student with a solid foundation for learning through high quality, standards-based instruction in all academic areas and to develop all students into life-long learners, ready to be productive members of the world community. All the required support services and resources provided to ELLs are developmentally and age appropriate based on professional evaluation using formative and summative assessments, and research conducted in the field.

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.

Every year in June, our school holds a parent orientation meeting for incoming Kindergarten students. We explain the different programs provided by the school, class schedules, school rules and regulations. Parents of local preschool programs are invited to attend parent workshops at P.S. 89Q. Orientation meetings are also held for parents of newcomer ELLs throughout the school year. In addition, P.S. 89Q has a Title III ELL Summer School Enrichment Program for the ELLs in grades 3-4 to ensure that these students receive continuous support during the summer months. This program provides ELLs with high quality instruction in English as a Second Language and Math.

18. What language electives are offered to ELLs?

N/A

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)?

Currently, there are two Dual Language classes in each grade, from Kindergarten to Fifth grade. The Spanish/English Dual Language program is implemented using a 50/50, side-by-side model. Beginning in Kindergarten, all Dual Language students are offered fifty percent English Language Arts, and fifty percent Spanish Language Arts. Students alternate daily between classrooms, and select content areas are taught in the classroom language. For example, a child in the English classroom on Monday will receive all literacy and content area instruction in English on that day, and on Tuesday that child would be in the Spanish classroom and would receive select literacy and content area instruction in Spanish. English Proficient students (EPs) and ELLs are integrated at all times from Kindergarten to Fifth grade. Matching classrooms are maintained in each language featuring extensive libraries and print rich environments in each target language. All texts and instructional materials for content area instruction are maintained in both languages.

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.

Ongoing Professional Development (PD) for all teachers, coaches, and school administrators will include:

- Familiarizing all teachers/administrators with the school's Comprehensive Education Plan, including the goals and objectives to be met.
- Professional development on the New York State Common Core Standards
- Professional development on Charlotte Danielson's Framework for Teaching and Advance
- The New Teachers' Institute focusing on classroom management, workshop structure, and components of Balanced Literacy and Math.
- Providing further training in the instructionally targeted Reading and Writing Assessments
- Using data from the running records, TC Assessments, and other formative data to move struggling readers, as well as to meet the needs of the accelerated readers and writers
- Monthly professional development/unit planning for all teachers that includes information on Second Language Acquisition, ESL strategies and methodologies as well as differentiated instruction for ELLs.
- * Professional development on New York State English as a Second Language Achievement Test (NYSESLAT)
- Differentiated instruction for the needs of Special Education students, including ELLs with special needs
- Attending Teacher's College study groups, calendar days, regional days and institutes.
- Teacher's College Reading and Writing Project course cycles
- An internal staff website has been created for the staff at PS 89 where teachers can share, review and adopt the cross-grade curriculum plan to meet the needs of their students.

Teachers at PS 89 receive extensive ELL training, far surpassing the minimum 7.5 hours (10 hours for special education teachers) required for all staff as per Jose P. Teachers are regularly provided with school wide professional development on topics, as indicated above, which include, but are not limited to, the Second Language Acquisition, ESL strategies and methodologies, Assessments for ELLs, small group/differentiate instruction.

Support for ELLs in the Transition from the Elementary-to- Middle School Level

To help facilitate the transition of our ELLs from the Elementary to Middle School, the guidance counselors at PS 89 make every effort to assist the ELLs, teachers and parents throughout the entire articulation process. They constantly provide individual and group counseling, consultation, outreach and special parent workshops related to the transition. Presentations that are related to the expectations for the middle school level, as well as how academic success can be achieved in school are also offered. Our Guidance Department not only provides the students, parents and teachers with all proper documentation, but also guides them through the entire articulation process. To help alleviate the anxiety of transitioning to a new school and grade level, arrangements are also made by our Guidance Counselors for student visitations and orientation meetings to the respective middle schools. In addition, the guidance counselors work in close collaboration with the middle schools personnel to help facilitate a smooth transition for all students, including ELLs that are graduating onto intermediate school.

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.89 values the communication it has developed with parents and families of all students. In order to ensure that parents are actively involved in their child's education, PS89Q has formed a Parent Involvement Committee comprised of parents, parent coordinator and Assistant Principal. Parents are notified regularly about meetings and educational workshops via home letters, monthly calendars, telephone calls, community bulletin boards, signs and flyers. All written communication is provided in English, and translated in the covered languages of the community including, Spanish, Chinese and Bengali. Furthermore, a translation team has been established to help provide parents with the utmost support and assistance. There are interpreters available for workshops and meetings conducted at the school.

Parents remain actively involved in the school's decision-making process. The Title I Parent Involvement Committee meets to develop and evaluate Title I services, parents are also members of the School Leadership Team and participate in scheduled meetings; they provide input on the selection of curriculum, instructional materials for students, and assist in aligning the budget. The parent attendance rate at our monthly Parents' Association meetings is extremely high.

Every year, an overwhelming number of parents attend the school's annual voluntary evening event, Meet the Teacher Night, which is held early in the school year, whereby teachers meet with parents to discuss school and grade expectations, and promotional requirements. In addition, Parent-Teacher Conferences and Open School Week also have high parent attendance rate.

Parent volunteers trained by the Learning Leaders are also involved in assisting students and teachers in the classrooms.

Many parents actively participate in the school's First Steps Parent-Toddler Program, which was created in 2006 in an effort to help close the achievement gap. The program, operating once a week, teaches parents how to help their young children develop English oral language skills by modeling oral language strategies, in small groups, using books and educational toys/games. Parents are given access to the First Steps lending library where they can borrow books, and materials, thus practicing the strategies that they have learned with their children at home.

To further support student progress, the parent coordinator, collaborating with the Math teacher, conducts Math workshops for parents. Adult ESL and General Education Diploma (GED) classes are provided to parents, as well. ESL teachers conduct various parents' workshops in literacy addressing such topics as familiarizing parents with the school system, the ESL and Dual Language programs, ESL/ELA standards and assessments for ELLs. Topics including strategies to help children at home are also presented at the parent workshops.

PS89Q has established relationships with the local Pre-school Community Based Organizations and other agencies as well. When workshops are held at PS89Q, notifications and/or flyers are sent to Pre-K Community via email for parent distribution. To promote health for our school community, we also coordinate with Cornell University Cooperative Extension, where we invite professionals to come to PS 89Q to provide workshops for parents on nutrition awareness and on how to reduce the prevalence of childhood obesity and chronic disease.

To evaluate the needs of the parents, at the end of each workshop a parent survey is provided to every parent to determine how effective and informative the workshop is. In addition, parents are encouraged to make suggestions for future workshop topics.

P.S. 89Q will review the Learning Environment Survey to determine the effectiveness of its parental involvement policy for all parents, especially for parents of limited income, special needs, limited English proficiency, limited literacy and including all ethnic groups. The results of this survey will be used to plan parental involvement activities and programs to meet their needs.

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)
Casper Cacioppo	Principal		10/28/13
Eileen Banks	Assistant Principal		10/28/13
Mayra Soto	Parent Coordinator		10/28/13
Meirong Xu	ESL Teacher		10/28/13
Marisa Bassi	Parent		10/28/13
Edward Maier	Teacher/Subject Area		10/28/13
Mara Dajevskis	Teacher/Subject Area		10/28/13
Marcia Elwarari	Coach		10/28/13
Kathleen Hughes	Coach		10/28/13
Luis Betancourt	Guidance Counselor		10/28/13
	Network Leader		10/28/13
	Other _____		10/28/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q089** School Name: **Elmhurst**

Cluster: **11** Network: **410**

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 from the school's ATS home language report, as well as feedback from teachers, parents and other staff members, is compiled to determine what services are needed in the area of written translation and oral interpretation. The data was collected and analyzed to determine the needs of the school and community.

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.

An analysis of the data above found that there continues to be a significant need for translation and interpretation, since the school serves a very large multi-ethnic, multilingual neighborhood. Some of the languages spoken are: Spanish, Mandarin, Cantonese, Bengali, Urdu, Hindi, Arabic, Tagalog, Burmese and Tibetan. Translation and interpretation services are needed for teacher/parent letters, parent/teacher conferences, official documents, testing, and parent 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.

To address the written translation needs of our staff, students and families, P.S. 89Q will continue the in-house translation and interpretation program, comprised of teachers, paraprofessionals, parents and support staff. The secretarial staff will create forms and letters for teachers and parents to be housed in key locations that are easily accessible to all. These documents will address Chancellor's Regulation A-663, Section V, Parts A and B.

- a. Registration, application, selection
- b. Standards and Performance (Report Cards)
- c. Conduct, Safety and Discipline
- d. Special Education and Related Services
- e. Transfers and Discharges
- f. Placements in any special programs (e.g. A.I.S., Special Ed., ESL, Gifted and Talented, etc.)
- g. Permission Slips/Consent Forms

Additional forms and letters have been created and translated to address teacher/parent communication such as:

- Homework
- Behavior
- Curriculum Units of Study
- Events/Trips/Celebrations
- Tardiness

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.

To address the oral interpretations needs of our staff, students, and families, P.S. 89Q developed an in-house translation and interpretation system, with the Parent Coordinator. Teachers, parents and administration obtain translation and interpretation services through the Parent Coordinator, and the DOE Translation and Interpretation Unit. Topics that may be addressed are:

- a. Goals and expectations for student performance
- b. Student behavior and discipline issues
- c. Homework
- d. Promotion in doubt
- e. Family support

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>.

- a. A memo will be written and posted (in covered languages and languages that are not covered but pertain to 10% of our student population) notifying parents of their rights regarding translation and interpretation assistance services and how to obtain such services
- b. A copy of this memo will be kept on the parent bulletin board outside the main office
- c. A notice will be posted at the main entrance that will inform parents where they can find the information on their rights for translation and interpretation
- d. The school's safety plan will contain procedures that ensure that parents in need of language assistance services will not be prevented from reaching the school's administrative offices due to language barriers.
- e. Language groups that are not covered in which there is at least 10% of the student population will be provided with written translation of all notices and forms in their language of understanding.
- f. Teachers will be compensated per session for oral and written translations services provided outside the school session