

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **17K189**

School Name: **P.S. 189 LINCOLN TERRACE**

Principal: **BERTHE G. FAUSTIN**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 189 The Bilingual Center School Number (DBN): 17K189
Kindergarten to Eighth grade
Grades Served:
School Address: 1100 East New York Avenue, Brooklyn, NY 11212
Phone Number: (718) 756-0210 Fax: (718) 604-1865
School Contact Person: Berthe G. Faustin Email Address: bfasuti@schools.nyc.gov
Principal: Berthe G. Faustin
UFT Chapter Leader: Marie M. Pointdujour
Parents' Association President: Jean Maxime Avelo
SLT Chairperson: Marie M. Pointdujour
Title I Parent Representative (or Parent Advisory Council Chairperson): Farrah Occelin
Student Representative(s):

District Information

District: 17 Superintendent: Clarence G. Ellis
Superintendent's Office Address: 1224 Park Place, Room 130, Brooklyn, NY 11213
Superintendent's Email Address: cellis@schools.nyc.gov
Phone Number: (718) 221-4372 Fax: (718) 221-4326

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street, Brooklyn, NY 11209
Director's Email Address: cwatson2@schools.nyc.gov

Phone Number: (718) 759-7218 Fax: N/A

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Berthe G. Faustin	*Principal or Designee	
Marie M. Pointdujour	*UFT Chapter Leader or Designee	
Jean Maxime Arvelo	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Farrah Occelin	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Amidor Almonord	Member/ Teacher	
Debbie Phillips	Member/ Teacher	
Marie Madhere	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Danaika De Los Rios	Member/ Teacher	
Dorothy Brown	Member/ Parent	
Dawn Lewis	Member/ Parent	
	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P. S. 189 The Bilingual Center is a K-8th grade school located in an inner city neighborhood in Brooklyn, New York. It is housed in a five-story building that has undergone major renovations but still lacks a gymnasium. The school has a large Afro-American, Caribbean, and Hispanic population. According to the latest available ethnic data, 74% of the student population is Black and 23% is Hispanic. Approximately 20% of our families are recent immigrants, mostly from Haiti and The Dominican Republic. Students with disabilities (SWD) make up 10% of our student population; 3% of them are serviced in self-contained classes, 1% in ICT classes, and 5% receive Special Education Teacher Support Services (SETSS). English Language Learners make up 19% of the total student population. Seven percent of our students live in temporary housing, and 84% are eligible for free lunch. Student attendance rate is 94%.

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

- There are 4 classes in Kindergarten (2 monolingual, 1 Dual Language Spanish, and 1 Dual Language Haitian- Creole), and 5 classes at each of the other grade levels (in grades K-6: 2 monolingual, 1 Stellar/Gifted, 1 Dual Language -Spanish, and 1 Dual Language -Haitian Creole; in grades 7-8: 2 monolingual, 1 Stellar/Gifted, 1 Bilingual-Spanish, and 1 Bilingual-Haitian Creole.) A freestanding ESL program services English Language Learners (ELL) who are not in the Dual Language program.
- Students at the elementary level (K-6th) receive instruction in self-contained classrooms that utilize clusters to enrich the curriculum. Students in the Middle School (7th -8th) receive instruction in a departmentalized setting with specialty teachers in all major subject areas.
- Homeroom teachers of grades 1st to 6th usually loop with their students for two years. In the middle school (grades 7th and 8th) ELA, math and science teachers loop for two year cycles as well.
- The school offers a range of services that support students with disabilities in the most appropriate, least restrictive environment. During the academic year 2015-16 there will be two self-contained classes, one at the elementary level and one at the middle school level, and six ICT classes, one at each grade level in Kindergarten to fifth grade. Additionally, special needs students are supported by two teachers that provide Special Education Teacher Support Services (SETSS), two speech pathologists, two guidance counselors, a social worker, and a school psychologist.
- Foreign language instruction in Spanish or French is implemented across all grades and classes. Latin is taught to all students, including ELL and Special Education, in grades 5th and 6th.
- In all grades, the ELA curriculum is supplemented with Junior Great Books (JGB) and the American Reading Company's 100 Book Challenge Independent Reading Program.

- A technology lab and computer carts on each floor provide students and teachers with opportunities to infuse technology in teaching and learning. Approximately 20 classrooms have Smart Boards.
- Eighth graders are offered advanced courses leading to NYS Regents and Foreign Language Proficiency exams in English, Algebra, Earth Science, Biology, Spanish, and French.
- Currently, P.S. 189 works with several organizations/partners: Haitian American United for Progress (HAUP) provides students in grades 6 to 8 with after-school programs, The Boys Scouts of America provides character education and recreation activities for our elementary level boys; AVID, whose mission is to close the achievement gap by holding students accountable to the highest standards while providing academic and social support; TAC-D, the Technical Assistance Center on Disproportionality, will assist us to develop programs and behavioral supports for students from vulnerable populations ; Long Island University and Bilingual Pupil Services will provide in-service personnel, which are often times hired by the school at the completion of their training.

As identified by the 2015 Framework for Great Schools Report, the school's areas of celebration include: course clarity, quality of student discussion, inclusive classroom instruction, focus on student learning, peer collaboration (teachers), personal attention and support to students, principal instructional leadership, and parent-principal trust.

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

A review of spring 2014-2015 State standardized assessments showed that 36% of students performed at Proficiency Levels 3 & 4 on the 2014-2015 ELA exams, representing an 8% gain from the prior year. 46% of students performed at Proficiency Levels 3 & 4 on the 2014-2015 Math exams, representing a 5% gain from the prior year. However, the performance of students with disabilities (SWD) and English Language Learners (ELL) is of particular concern as both groups have a low percentage of students performing at proficiency Levels 3 & 4 in both ELA (SWD-7%, ELL-12%) and mathematics (SWD-12%, ELL-26%) . As such, the key area of focus for this academic year is on implementing effective strategies to address the large number of students lacking basic skills in both mathematics and language arts, especially in writing and problem solving, and on providing intensive professional development for teachers in strategies to implement a rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards

17K189 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05,06,07,08	Total Enrollment	1089	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	9	# Drama
# Foreign Language	22	# Dance	6	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	87.4%	% Attendance Rate		93.9%
% Free Lunch	88.4%	% Reduced Lunch		6.0%
% Limited English Proficient	18.8%	% Students with Disabilities		10.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		74.7%
% Hispanic or Latino	23.2%	% Asian or Native Hawaiian/Pacific Islander		1.3%
% White	0.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.5%	% Teaching Out of Certification (2013-14)		10.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		4.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	26.9%	Mathematics Performance at levels 3 & 4		41.4%
Science Performance at levels 3 & 4 (4th Grade)	91.3%	Science Performance at levels 3 & 4 (8th Grade)		87.4%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	95.8%	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

The school received an overall score of 47/fair on the 2015 Framework for Great Schools Report for Rigorous Instruction. Although survey results scores were all in the 90’s, the 2013-14 School Quality Review rated quality statements 1.1 (How interesting is the curriculum?) and 1.2 (How effective is the teaching and learning?) as developing. Statement 2.2 (How well does the school assess what students are learning?) was rated as proficient.

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

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

Our greatest area of need, as revealed by the 2013-14 Quality Review and the 2015 Framework for Great Schools Report, is on implementing rigorous instruction across all classrooms. In addition, results of New York State English Language Arts Exam and school-based formative and summative exams show that a substantial number of our students require support in questioning and discussion to support rigorous thinking, writing, and the use of academic vocabulary. Results of the math formative and summative exams show that a substantial number of our students are not proficient at responding to open-ended questions requiring multi-step procedures and the ability to apply mathematics to solve real-world mathematical situations. Consequently, and consistent with the Common Core’s emphasis on depth over breadth, we find that there exists a need to develop fluency as well as the higher order thinking skills for working out these process exercises .

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified

priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 4% increase, from 36% to 40% in the number of all students in grades 3-8 achieving proficiency on the New York English Language Arts exams. Furthermore there will also be a 4 point increase, from 46% to 50% in the number of all students in grades 3-8 achieving proficiency on the New York State Math exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>To ensure that the students are actively engaged in rigorous tasks that meet the demands of the Common Core standards, teacher teams will continue to reorganize and implement CCLS-aligned units of study in a sequential manner that exposes the students to the full range of standards and practices. In addition, teacher teams will also continue to make extensive use of exemplar problems in math and exemplar writing samples in ELA.</p> <p>Common Core aligned curriculum programs, Go-Math in grades K-5, ST Math and Reflex Math in grades 3 & 4, and CMP3 in grades 6-8, will be used to develop students’ conceptual understanding, procedural fluency, and their ability to apply math in context.</p> <p>In ELA, rigorous learning opportunities will be provided through Common Core aligned curriculum programs: Core Knowledge in grades K-2, Expeditionary Learning in grades 3-8, 100 Book Challenge and Junior Great Books in grades K-8. In addition, Achieve 3000, Imagine Learning and Discovery Education, in grades K-8, will provide accelerated opportunities through text-based questioning and discussion of literary and informational texts.</p>	<p>All students from grades K-8</p>	<p>September 2015- June 2016</p>	<p>School leaders, coaches, and teachers</p>

<p>Regents and specialized programs will be provided to students of grade 8 in ELA, math and science.</p> <p>Both ELA and Math will have dedicated blocks in the schedule.</p> <p>AVID will deliver professional development aimed at closing the achievement gap in select 5th and 7th grade classes.</p>			
<p>Data from standardized test scores, in-house exams and teacher observations will be used to group and service all students, including high need populations, in small groups during the school day by Learning Support Team (LST) members, and during after-school and Saturday programs.</p>	All high need students from grades K-8	September 2015-June 2016	School leaders, coaches, and teachers
<p>Parents/guardians will be invited to meet with their child's teachers to discuss academic progress and parent concerns every Tuesday, either in person or via telephone conference. In addition, workshops informing parents about core curriculum in ELA and Mathematics will be held periodically. In preparation for these workshops, teachers will create CCLS curriculum-aligned activities for parents to use at home to support their child's achievement. Parents will also be invited to visit the school for a school-wide orientation within the first week of school and during grade specific Open Houses thereafter. They will be encouraged to attend workshops on a variety of subjects such as the school curriculum, assessments, standards and school conduct expectations. A monthly calendar will be published to keep parents/guardians informed of on-going educational events. The school messenger system will be utilized to deliver notices via telephone in the dominant languages. A school webpage, that includes individual class web pages, will be available to keep the school community abreast of school events and activities. All school related materials will be addressed to parents of English Language Learners in English and the parents' native languages (for example, Haitian Creole or Spanish.)</p>	All parents, including parents of ELL and SWD	September 2015-June 2016	School leaders, coaches, and teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Common Core aligned curriculum; Core Knowledge, Expeditionary Learning, Go Math, supplementary programs ST Math and RAZ-Kids, instructional teachers, coaches, students, parents, technology resources, schedule adjustments, i.e., teachers' schedules require a three-period ELA block in K-6, 2 periods in 7 and 8, math block of two periods in all grades, all out of classroom teachers are programmed with LST periods weekly, common planning periods, all grades are scheduled to meet once a week for planning and once a week for teacher teams and once a month during Monday professional learning team time.										
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- All students will move up at least one level in reading proficiency as demonstrated by running records (September to February).
- Using the math diagnostic exam as a baseline, all students will demonstrate a 4% gain by January, 2016.
- There will be a 5% increase in the percentage of teachers rated effective from first (October) to second observation (January).

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

The school achieved a score of 72/good on the 2015 Framework for Great Schools Report for Supportive Environment. The report identifies safety, classroom behavior, peer interactions and peer support for academic work as areas of concern. School OORS data indicate a 10% increase in the number of disciplinary incidents during the 2014-15 academic year, with an over-representation of males.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To establish a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers as demonstrated by a 5% increase in the score for Supportive Environment element in the 2016 Framework for Great Schools Report and a 5% decrease in the number of disciplinary incidents in OORS for the academic year 2015-2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>In an attempt to strengthen the school’s culture of safety, and foster, respect, support and healthy challenges by peers and students, PS 189 will implement several strategies:</p> <ul style="list-style-type: none"> • Community building activities will be implemented in all classrooms. For example, every morning, students and teachers will shake each other’s hands, making eye contact and giving their peers a positive morning greeting. • The seventh and eighth graders will participate in Study Pacts, sub-communities that are designed to practice the HEART² virtues of: Humility, Encouragement, Accountability, Respect, Tact and Thankfulness. The objectives of these study pack include but are not limited to deepen the PS 189 Learning community by modeling positive virtues aimed at building each other holistically and academically. • Students will be challenged by peers and teachers to give their best efforts to their tasks. Success of students reaching these challenges will be celebrated by student assemblies, example ARISTA - Honor Roll. Assessment and monitoring of community building activities in weekly advisory. Additionally, the student government, and students in general will be encouraged to pursue responsible student leadership roles that will foster respect, healthy challenges and support for each other 	<p>All students from grades K-8</p>	<p>Ongoing- There is no ending date to the deepening and strengthening of community. It is our vision that this will be permanently integrated in the PS189 culture.</p>	<p>School leaders, coaches, and teachers. Students will also begin monitoring the community building activity and their study packs.</p>
<ul style="list-style-type: none"> • Special attention will be paid to students in need, namely those with disabilities, English language learners, overage/under-credited, SIFE and STH. These students, like all other member of the student body, stand to benefit from the added 	<p>All students from grades K-8</p>	<p>September 2015- June 2016</p>	<p>School leaders, coaches, and teachers.</p>

attention and communication fostered by community building strategies.			
<p>Strategies to increase parent involvement and engagement:</p> <p>Students have been asked to create posters and presentation around the HEART² virtues that drives their study packs. Students will be making presentation of their pact and their heart virtues to parents during the Tuesday parent engagement hour.</p> <p>Parents will be shown the concept of the pact as a strategy of building community</p> <p>Parents will have discussions about how they can support students in the area of community building.</p>	All adults and students in the PS 189 Learning Community	September 2015- June 2016	School leaders, coaches, and teachers.
<p>TAC-D will provide support and professional development to all staff in the implementation of positive behavioral interventions/programs.</p> <p>A partnership with Brookdale Hospital will provide professional development to staff and direct services to behaviorally challenged students.</p>	All staff and students, including	September 2015- June 2016	Staff from TAC-D, Brookdale Hospital, School leaders, coaches, and teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
The major resources that are needed for this action plan are human resources/staff: 3 Instructional coaches (1 math, 1 ELA, 1 technology) to support improving teacher practice; 40 per diem days to hire substitutes who will cover classes so that classroom teacher can engage in scheduled inter-visitations and out of school professional development sessions, and staff to cover the additional weekly common planning period.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
A school created survey, using questions included within each measure in the Supportive Environment element, will be administered to a random sample of students in grades 3 to 8.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

The element of collaborative teachers received an overall score of 65/good on the 2015 Framework for Great Schools Report and a rating of proficient on the 2013-14 School Quality Review. Although end of year ADVANCE data shows that 66% of teacher practice was rated effective or highly effective, there is still a need to improve practice in domains 3b- Using Questioning and Discussion Techniques (48% effective or highly effective), and 3c Engaging Students in Learning (46% effective or highly effective).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To provide professional development opportunities for teachers that will result in a 5% increase in the percentage of teachers rated effective in questioning and discussion techniques (3b) and engaging students in learning (3c) on the 2016 end of year ADVANCE ratings, and a 3 point increase on the element of collaborative teachers on the 2016 Framework for Great Schools Report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The school structures and schedules weekly team teacher meetings, common planning time and inquiry groups. These teams follow a protocol to create unit plans for the Core Knowledge, Expeditionary Learning, Junior Great Books (JGB), Go Math, CMP3 instructional programs, align learning targets to the CCLS and Social Studies framework and make connections to all subject areas. Teachers collectively follow protocols to analyze student work, identify student strengths and needs and plan for rigorous instructional lessons based on multiple sources of data. Professional Learning Communities (PLCs), based on needs identified on each teacher's Professional Development Plan, are scheduled on a bi-monthly basis. PLCs are lead by instructional coaches and lead teachers. This structure lends itself to a platform for teachers to share best practices and resources in a non-evaluative and supportive venue. In addition, monthly data teacher team meetings are held to analyze grade wide data result trends to inform instructional decisions.</p> <p>Professional development is differentiated to meet the target needs of individual/groups of teachers through self-selected participation in PLCs, peer inter-visitations, article studies and individual Professional Development Plans.</p>	<p>All Teachers</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, Instructional Coaches, Teachers</p>
<p>Teachers collaborate and plan strategies to differentiate instruction that support and engage all learners. This will result in increased achievement and outcomes. The strategies include: scaffolding, processing tools for discussion and tiered activities.</p> <p>Teachers will engage in professional learning communities with a foci on:</p> <ul style="list-style-type: none"> • engaging students • developing a school wide cohesive definition of 'Rigor' 	<p>All Teachers</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, Instructional Coaches, Teachers</p>

<ul style="list-style-type: none"> • seamless integration of the school D.R.E.A.M. (Develop, Reflect, Engage, Assess, Make connections) philosophy. <p>Teachers will participate in collaborative teaching which include:</p> <ul style="list-style-type: none"> • Learning Support Teams (LSTs) collaborate with classroom teachers to identify student needs and collectively develop strategies to improve small group targeted instruction. <p>Teachers will develop a 'Rigor Toolkit' of resources to develop and support rigorous instructional activities.</p>			
<p>All teachers, including those of high need student subgroups, collectively prepare developmentally appropriate activities in both ELA and Math to share with parents which provide models designed to extend the learning opportunities conducted in class. Teachers communicate expectations with parents daily by phone, weekly during Parent Engagement Tuesdays, monthly parent brochures and events like Literacy/ Math Parent Engagement, progress reports and during Parent Teacher Conferences four times a year.</p>	All Teachers	September 2015- June 2016	Principal, Assistant Principals, Instructional Coaches, Teachers
<p>Teachers will engage in professional learning community labs. The year round teacher collaborative activities will include:</p> <ul style="list-style-type: none"> • grade-wide and school-wide inter-visitations both in-person and videotaped peer observations • online videos of Effective and Highly Effective Practice in Domain 1: Planning and Preparation and Domain 4: Instruction • Common Planning; Teacher Team Meetings which are led by teachers, for teachers. <p>These activities are non-evaluative and set in a trusting and collaborative environment for teachers to share with one another in a nurturing environment.</p>	All Teachers	September 2015- June 2016	Principal, Assistant Principals, Instructional Coaches, Teachers

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Resources needed to implement this action plan include, but are not limited to:</p> <ul style="list-style-type: none"> -Core Knowledge Literacy Program (centrally funded) -Everyday Math Program (centrally funded) -Social Studies Framework -CCLS

- Danielson Framework for Teaching
- DOK: All Levels of Questions/Discussion Prompts
- Hess' Cognitive Rigor Rubric
- Team Meeting Protocols/ Unit Lessons, Maps - 50 hours per session for teachers
- LST Teachers (schedule adjustments)
- Professional Learning Communities (Marvelous Mondays)
- Videos (schedule adjustments)
- Intervisitations (schedule adjustments)
- Peer inter-visitations (schedule adjustments)
- Teachers Toolkit for Rigor
- Schoolwide D.R.E.A.M. Philosophy
- Schoolwide shared definition of Rigor
- Individual Teacher Professional Learning Plan/Goals

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

There will be a 3% increase in the percentage of teachers rated effective in questioning and discussion techniques (Danielson 3b) and engaging students in learning (Danielson 3c) on the 2016 mid-year ADVANCE ratings.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Effective School Leadership received an overall score of 64 in the 2015 Framework for Great Schools Report. Areas of strength were Inclusive principal leadership and principal instructional leadership which were rated highly, 90 and 95 respectively, while program coherence and teacher influence emerged as areas of relative need, 89 and 57 respectively.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To establish a classroom and school culture that nurtures the professional growth of teachers and staff by providing instructional and social emotional support as demonstrated by a 5 point increase in the Effective School Leadership element of the 2016 Framework for Great Schools Report and a 5% decrease in the number of disciplinary incidents in OORS.

Part 3 – Action Plan

<ul style="list-style-type: none"> ○ “Ten Non-Negotiables” communicating school-wide expectations. 	<p>All staff</p>		<p>School leaders, parent coordinator</p>
	<p>All teachers</p>		
	<p>All teachers</p>		<p>School leaders, programmer</p>
			<p>School leaders</p>
	<p>All students</p>		
	<p>7th & 8th grade students</p>		<p>School leaders Pedagogical staff</p>
	<p>Parents</p>		

	Parents, students & staff		
Students with disabilities, English language learners, and other high-need student subgroups, like all other member of the student body and their parents, benefit from the added attention and communication fostered by all strategies above.	Students with IEPs, ELL, SIFE, STH	September 2015 to June 2016, ongoing	Classroom and cluster teachers, guidance counselors, coaches and school leaders
Parents are invited to visit the school for a school-wide orientation within the first week of school and during grade specific Open Houses thereafter. They are also encouraged to attend workshops on a variety of subjects such as the school curriculum, assessments, standards and school conduct expectations. A monthly calendar is published to keep parents/guardians informed of on-going educational events. The school messenger system is utilized to deliver notices via telephone in the three dominant languages. A school webpage, including individual class web pages is available to keep the school community abreast of school events and activities. All school related materials addressed to parents of English Language Learners are written in English and the parents' native languages (for example, Haitian Creole or Spanish.)	Parents	September 2015 to June 2016, ongoing	Classroom and cluster teachers, guidance counselors, coaches and school leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The resources needed to implement this goal include: staff, including 2 guidance counselors, funding for character education materials and incentives (books, films, pins), and 40 per-diem days to allow flexibility in programming to schedule additional teacher teams and common preparation preps school-wide, and allow staff sufficient time to serve as mentors.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January, 2016,
a) An analysis of incident data (OORS) will reveal a 5% downward trend in the frequency and level of occurrences school-wide.

b) Teacher participation at after-hour school events (e.g., PTA meetings, School Fair, Curriculum Nights) will show a 5% upward trend

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

The 2015 Framework for Great Schools Report shows high levels of trust between parents and principal (96%) and parents and teachers (93%); however, parent involvement was only rated at 71%. Schools data also shows that, despite high degrees of participation during parent-teacher conferences and nearly 100% compliance with policies such as the school dress code and the cell phone policy, attendance at PTA meetings and other school-sponsored events remains below the 10% mark for all groups..

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

There will be a 5% upward trend in the average number of parents attending school-sponsored events such as PTA meetings and workshops between the baseline (September/October) and the end of year (May/June).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Parent Teacher Association (PTA) meetings will be held twice on the last Friday of the month, once in the morning (9:00 AM), and 	<p>All parents</p>	<p>September 2015-June 2016</p>	<p>School leaders, Parent Coordinator, SLT, PTA</p>

<p>once in the evening (6:00 PM) to accommodate parents work and home schedules.</p> <ul style="list-style-type: none"> • A full time Parent Coordinator (PC) provides support to parents, serving as liaison between parents and the school. • Special recognitions/presentations by/to students are held to encourage participation during PTA meetings. E.g., choir, dance, drama, plays, holiday performances, attendance/honor roll recognitions. • At PTA meetings, guest speakers will present on topics of relevance such as immigration and Mental Health. • The PTA will sponsor a Job Fair for parents • The school will sponsor a GED class for parents. • Math/ELA Afternoons will take place 4 times during the year for parents and students. Teachers prepare fun, content related activities and games that demonstrate strategies that parents can implement at home to help their children. • All school related material will be translated for parents in the languages identified in the Home Language Survey (Spanish, Haitian Creole, and Arabic). • Teachers prepare and send home monthly brochures detailing what students are learning. • A monthly calendar, school messenger phone system, and school and class webpages maintain parents informed of all school events. • Parents receive “Positive Phone Calls” from school leaders. • The SLT will explore grant opportunities to fund projects that promote parental participation. • Members of the student government will conduct phone call drives to promote school events. • The SLT will collaborate with the PTA to coordinate family trips during off-school hours/holidays. • Parents will be invited to attend Unity Day, our annual celebration of diversity. • A School Fair is held yearly on a Saturday in the Spring. 			<p>Parent Coordinator</p> <p>Teachers, parent coordinator, and school leaders</p> <p>Parent coordinator and PTA</p> <p>PTA</p> <p>Office of Adult Learning Staff</p> <p>Teachers</p> <p>In-house translators (teachers)</p>
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			Teachers
			School leaders
			School leaders
			SLT members
			Student government members
			SLT/PTA
			School leaders
			PTA

The PC and all staff members encourage the involvement of all parents in school activities, paying special attention to parents of at-risk populations.	Parents of at risk children	September 2015-June 2016	School leaders, Parent Coordinator, SLT, PTA
Parents/guardians are invited to meet with their child's teachers either in person or via telephone conference, every Tuesday in order to discuss academic progress and parent concerns. In addition, workshops informing parents about core curriculum in ELA and Mathematics are held periodically. In preparation for these workshops, teachers create CCLS curriculum-aligned activities for parents to use at home to support their child's improved student achievement. They are also invited to visit the school for a school-wide orientation within the first week of school and during grade specific Open Houses thereafter. They are also encouraged to attend workshops on a variety of subjects such as the school curriculum, assessments, standards and school conduct expectations. A monthly calendar is published to keep parents/guardians informed of on-going educational events. The school messenger system is utilized to deliver notices via telephone in the three dominant languages. A school webpage, including individual class web pages is available to keep the school community abreast of school events and activities. All school related materials addressed to parents of English Language Learners are written in English and the parents' native languages (for example, Haitian Creole or Spanish.)	All parents	September 2015-June 2016	School leaders, Parent Coordinator, SLT, PTA
An element of trust is embedded in all the above activities.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Human resources; 1 Parent coordinator, 50 per session hours to fund translators. Funding to support development of school's webpage and incentives.										
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The attendance of parents at school related events will be 3 percentage points higher in the month of January than in the month of October.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	2015 NY State Exams, running records, diagnostic, and monthly assessments.	Wilson, Reading Rescue, Core Knowledge Supplemental guide, Brain Bank by Scholastic, Learning A-Z, 100 Book Challenge, RAZ Kids online program, Achieve 3000, and Imagine Learning.	Individual and small group instruction	Regular school hours, extended day (January to May), and Saturday programs (January to May)
Mathematics	15 NY State Exams, Diagnostic and monthly assessments.	Go Math RTI Intervention, Soar-to-Success program, math centers, and ST Math, CMP3 Math XL, NYC SchoolNet, Common Core Clinics, Discovery Education.	Services are provided in small group sessions or individual according to the needs of the students.	Regular school hours, during extended day (January to May), and Saturday programs. (January to May).
Science	Diagnostic and Monthly assessments.	Using Lab/Inquiry skills and content area reading. Testwiz and Discovery Education	Small group instruction.	Regular school hours
Social Studies	Monthly assessments.	Using Lab/Inquiry skills and content area reading. Testwiz and Discovery Education.	Small group instruction.	Regular school hours, extended day (January to May), and Saturday programs (January to May).
At-risk services (e.g. provided by the Guidance Counselor,	By referral, evaluation.	Crisis intervention, short term individual and group counseling, academic	Individual and small group sessions.	Regular school hours

<i>School Psychologist, Social Worker, etc.)</i>		and behavior intervention planning.		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Strategies for recruitment:</p> <ul style="list-style-type: none"> • Citywide recruitment fairs • Referrals from reliable staff members • Interviews by school team including experts in the area the candidate is interviewing for • Candidates must deliver a demonstration lesson • Applicant is employed as a per diem substitute prior to hiring <p>Strategies for retention and support:</p> <p style="padding-left: 40px;">These activities are non-evaluative and set in a trusting and collaborative environment for teachers to share with one another in a nurturing environment:</p> <ul style="list-style-type: none"> • Grade-wide and school-wide inter-visitations both in-person and videotaped peer observations • Online videos of Effective and Highly Effective Practice in Domain 1: Planning and Preparation and Domain 4: Instruction • Common Planning: Teacher Team Meetings which are led by teachers, for teachers.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ol style="list-style-type: none"> 1. Monitoring by supervisors 2. Mentoring by senior teachers 3. Monitoring and professional development by on-site staff developers and outside consultants

4. Grade level common preparation periods
5. Inter-visitations to master teacher classrooms for demonstrations of best practices
6. PD Title I funds are set aside for tuition reimbursement in areas of need.
7. Learning walks with peer feedback.
8. Monthly Professional Development Sessions based on school data and analysis of instructional practices observed and schoolwide goals.
9. Differentiated professional development based on individual teacher goals and/or needs.
10. ADVANCE Video Library of effective teaching practices.
11. Consistent and on-going feedback using the Observation and Feedback Cycle .
12. Targeted scheduling to allow for multiple opportunities of grade wide and vertical planning

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

- Orientation Session in June for parents of children entering Kindergarten (Agenda includes Overview of School, Dual Language Program, Non-Negotiable School Rules, Uniform Policy, Arrival and Dismissal Procedures)
- School tour for incoming children and their parents

- Assessment of Kindergarteners to gather baseline data to determine students’ readiness skills and to plan instruction and placement
 - Orientation meeting in early September to inform parents about curriculum, academic and behavior expectations.
- “Open House” for parents in September which includes discussion about the curriculum and classroom visits

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

- Weekly Common Planning Sessions, whereby teachers follow a consistent protocol for looking at student work and making instructional decisions based on outcomes.
- Monthly Item Skills Analysis PD Sessions. These sessions involve students analyzing data results to determine patterns in areas of student strengths and weaknesses. During these sessions, teachers and school leaders strategize and plan for the use and selection of appropriate instructional decisions, resources and academic intervention services to use moving forward that will benefit and maximize student achievement.
- Supervisors communicate regularly through ADVANCE: Using Assessment in Instruction Observation and Feedback Cycle. Student outcomes are regularly collected and discussed after observations. With the support of the school leaders, teachers justify instructional decisions based on student outcomes that will best increase student achievement.
- PD team surveyed teachers in order to provide differentiated professional development. All professional learning is lead teachers and coaches

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	943,676.00		
Title II, Part A	Federal	138,273.00		
Title III, Part A	Federal			
Title III, Immigrant	Federal	24,192.00		

Tax Levy (FSF)	Local	5,271,985.00		
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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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

P.S. 189 The Bilingual Center

Parent Involvement Policy (PIP)

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

- **providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;**
- **providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

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

School-Parent Compact

P.S. 189 The Bilingual Center is in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
- D.R.E.A.M.

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>189 /The Bilingual Center</u>	DBN: <u>17K189</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>110</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
<input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

activities will be implemented.

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

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

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

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

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

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

The students will visit the Bronx and Prospect Park Zoos. They will also visit the Brooklyn Children's museum and the theatre. The museum and the Bronx Zoo facilitate prearranged "class-like" settings, where the students can explore related subject matter i.e. science complete with "life-Size" models. Other activities will include cooperative learning, the use of audio-visual technology aids and the

Part B: Direct Instruction Supplemental Program Information

engagement of prior knowledge to facilitate the acquisition of literacy skills in the native language while providing meaningful communication and fluency in English. The following table shows the proposed dates/schedules for these educational trips.

TITLE III TRIPS CHART

PLACE DATE/TIME COST

Bronx Zoo

05/05/2011 Bus = 425

Admission \$18 x 30 students

(P.O.P Pass) = 540

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

Admission \$3 x 30 = 90

Broadway / Off Broadway Theatres 05/18/2013

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

Admission \$65 x 40 =2600

Total TOTAL = 4930

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

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

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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

Part D: Parental Engagement Activities

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

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

Begin description here: _____

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

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Part E: Budget

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

Allocation Amount: \$ _____

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

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.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 00	Borough Brooklyn	School Number 000
School Name PS 189 / The Bilingual Center		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Berthe G. Faustin	Assistant Principal Victoria Fernandez
Coach Rebecca Demir / Literacy Coach	Coach Gilbert Torchon / Math Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor Marie GrandPierre
Teacher/Subject Area Astrid Mombrun / Bil. HC	Parent Jean-Max Avelo / PTA President
Teacher/Subject Area Maria Pena / Bil. Spanish	Parent Coordinator Giovanni Gil
Related-Service Provider	Borough Field Support Center Staff Member V. Pierre
Superintendent C. Ellis	Other (Name and Title) Rozvel Jean-Baptiste/ELL Coord

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers not currently teaching in a bilingual program	3	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	15	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	11	Number of teachers who hold both a bilingual extension and TESOL certification	2
Number of certified ENL teachers not currently teaching in the ENL program	2	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	1140	Total number of ELLs	217	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish / Haitian Creole
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish Haitian Creole
Freestanding ENL	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education								2	2					0
Dual Language	2	2	2	2	2	2	2							0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	217	Newcomers (ELLs receiving service 0-3 years)	175	ELL Students with Disabilities	30
SIFE	30	Developing ELLs (ELLs receiving service 4-6 years)	37	Long-Term (ELLs receiving service 7 or more years)	4

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	39	12		9	0		5			0
DL	129	14		28						0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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								13	14					0
SELECT ONE								11	16					0
SELECT ONE														0
TOTAL	0													

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	10	5	15	9	10	17	15	12	15	10	10	15	15	12					0	0
Haitian	9	9	10	19	7	11	6	14	10	14	9	16	8	17					0	0
Arabic					2		2						1						0	0
TOTAL	0																			

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New 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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0			
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The school uses the Fountas and Pinnell Running Records in grades K-4 while the Teachers College Running Record kit is used in grades 5-8. The running records kit is used to pinpoint the instructional reading level of each child. The assesment results are used for instructional grouping and for lesson planning and curriculum adjustment. For example, students will be placed in guided reading groups based on their reading level. This reading assessment is administered quarterly. Students are encouraged to monitor their own progress through the use of their data note book. Conference notes are kept by the teacher which details the progress and mastery of various skills to bring them on grade level reading.The school also utilizes an independent reading program called 100 Book Challenge. This is where the students are encouraged to read independently at their "comfort level". This program monitors the students reading frequency and thrie mastery levelse to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSESLAT data reveals that 65% of ELLs are at the Intermediate and Proficient level. In comparing the data with the previous year's it became apparent that a significant number of the students have been in these two categories for the past two years. It would also apparent that a small percentage of the students regressed between last year and this year
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Paste response to question here:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 The following patterns were revealed in the data. (i) That students who are literate in their native language do better than students who are SIFE, on tests taken in English. (ii) Students in grades

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
Paste response to question here:
6. How do you make sure that a student's new language development is considered in instructional decisions?
:A child's second language development is considered during the planning. Teachers expose cultures that are representative of the class population during ELA and Social Studies lessons
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

The school uses local and state measures to assess EPs in the target language. The school administers a diagnostic and subsequent monthly tests in both ELA and Math.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of the school's program is evaluated using the school-based and state tests. The growth of the students are measured and tracked across the school year and measured against the NYS tests. In this way the school is aware of the effectiveness of the various programs to enhance target language acquisition.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS), the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessment (LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
At enrollment, trained school staff members, who are the pupil personnel secretary, the Spanish Bilingual parent coordinator, the certified bilingual teacher, and the parent coordinator meet with parents to make an initial determination of the child's home language. Members of the team interview and guide the parent through the Home Language Identification Survey (HLIS) in a language of their choice. The school provides language support for this process by utilizing the school's bilingual staff members who are fluent in Haitian Creole and the parent coordinator who is fluent in Spanish. The certified ESL teacher is also utilized as a translator as she is fluent in both languages. Parents can therefore ask and receive clarifying response to questions asked during this initial identification process. The Bilingual Coordinator and the parent coordinator also explain the program choices to parents. This is done so as to make the parents aware of their choices re their child's placement. The ESL teacher conducts an informal interview and assist parents in completing the HLIS. Once the certified ESL teachers collect the HLIS and determine that the child speaks a language other than English is spoken at home, then the New York State Identification Test for English Language Learners (NYSITELL) is administered to indicate the child's home language. Each ESL teacher has scheduled time for the NYSITELL administration.
the new admit is tested within the mandated ten day time period. Spanish-speaking students whose NYSITELL handscores determine that they speak Spanish LAB-R which is administered only once. The Parent Survey and Program Selection forms are kept centrally in the main office with the parent coordinator.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., questionnaire, student work).
Paste response to question here:
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
Paste response to question here:
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the student's home language and score is determined.
Paste response to question here:
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, ELL Status](#) section).
Paste response to question here:
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
:As students are determined by the certified ESL teachers to be eligible for language services, according to the NYSITELL results, parents are invited to the parent orientation where they receive information on services available to English Language Learners (ELLs) and the choices of the New York City Public Schools to parents of ELLs. Beginning in the fall, New ELL parent orientation meetings are scheduled at the beginning of the school year to familiarize parents with the school system and the different programs that are offered. A DVD on parent orientation by the Department of Education is provided to parents in their language, and parents have the opportunity to discuss the three program choices and complete the Parent Surveys and Program Selection forms.

Entitlement letters, Parent Survey and Program Selection Forms, and Placement letters are readily sent or provided to parents during the orientation process. Translated materials allow parents to understand better the information being given. Follow-up phone conversations with parents through the coordinator, social worker or bilingual/ESL teacher ensure positive communication or return of materials. Records of Parent Survey and Program Selection Forms are kept centrally at school with other ELLs secured materials.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how you support parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Paste response to question here:
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Paste response to question here:
9. Describe how your school ensures that placement parent notification letters are distributed.
Paste response to question here:
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Paste response to question here:
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs.
Paste response to question here:
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Paste response to question here:
13. 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? Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choices and program offerings per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Paste response to question here:

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Paste response to questions here:
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Paste response to questions here:
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Paste response here:
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here:
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing

Chart Long Term

e. Former ELLs up to two years after exiting ELL status

Paste response to questions here:

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
 Paste response to questions here:
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
 Paste response to question here:
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 Paste response to question here:

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

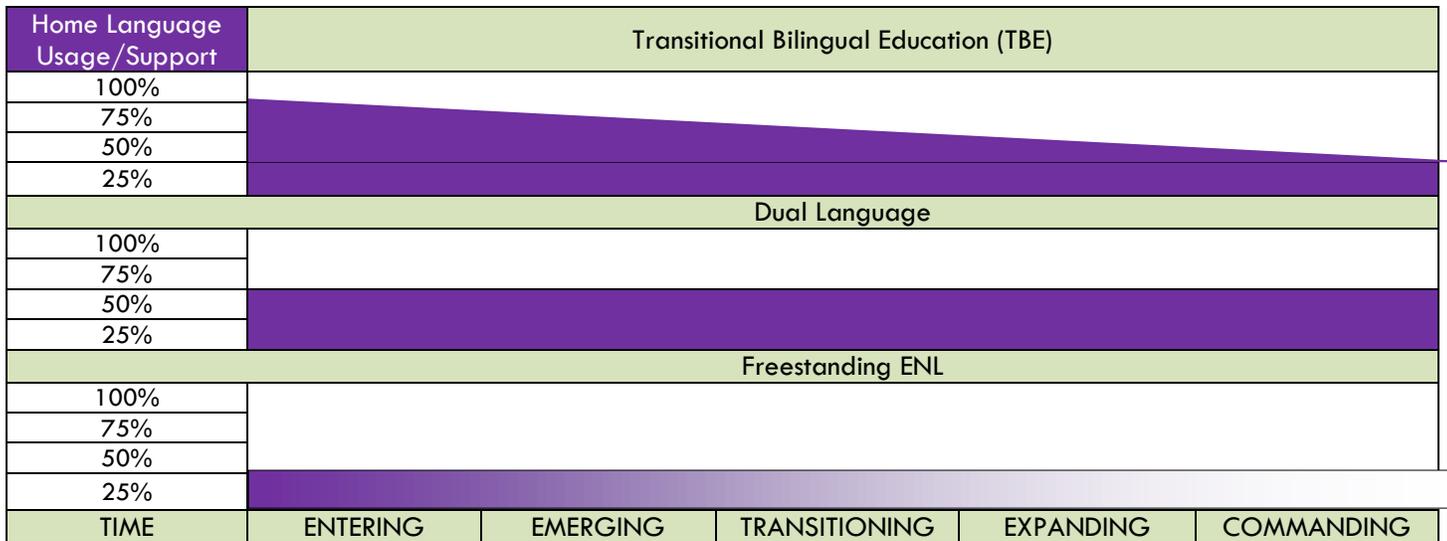


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here:
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Paste response to question here:
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here:
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here:
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Paste response to question here:
19. What language electives are offered to ELLs?
Paste response to question here:
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here:
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

Paste response to question here:

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question here:

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response to question here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response to question here:

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here:

5. How do you evaluate the needs of the parents?

Paste response to question here:

6. How do your parental involvement activities address the needs of the parents?

Paste response to question here:

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Berthe G. Fausin	Principal		1/1/01
Victoria Fernandez	Assistant Principal		1/1/01
Yovanni Gil	Parent Coordinator		1/1/01
Blanca Pena	ENL/Bilingual Teacher		1/1/01
Jean-Max Avelo	Parent		1/1/01
Astrid Mombrun / Bil. HC	Teacher/Subject Area		1/1/01
Janet Gil / Bil. Spanish	Teacher/Subject Area		1/1/01
Rebecca Demir / Literacy	Coach		1/1/01
Gilbert Torchon / Math	Coach		1/1/01
Marie Grandpierre	School Counselor		1/1/01
Clarence Ellis	Superintendent		1/1/01
V. Pierre	Borough Field Support Center Staff Member _____		1/1/01
Rozvel Jean Baptiste	Other <u>ELL Coordinator</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **17K189** School Name: **PS189**
Superintendent: **C. ELLIS**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

School Records and Home Language identification Surveys (HILS) show that about 25% of PS 189 / The Bilingual Center student population consists of English Language Learners. Approximately 25% of PS 189 families are recent immigrants with limited English proficiency. Oral reports from the guidance office, the Parent Coordinator and the PTA president have also highlighted the need for language services to meet the needs of our multilingual community. During most school community meetings the need for and benefits of written translation and oral interpretation are often expressed by parents. P.S 189 works at developing a positive home school partnership in order to improve student learning outcomes. New ELL parents' orientation meetings are scheduled during the school year to familiarize parents with the school system and the different programs that are offered. Parents are provided a general overview of the school programs in their dominant language. All parents are afforded the opportunities to dialogue on school policies, school and class expectations. Workshops are held in languages other than English to assist parents in understanding and interpreting the school and individual student data.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The preferred language for both written and oral communication are Arabic, English, Haitian Creole, French and Spanish

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents that will typically be sent out during the year are parent brochures, news letters, literacy and numeracy night flyers, monthly calenders, curriculum overview, parent -teacher conference announcements, assessment reports and after-school program information.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal face-to-face meetings that will typically occur during the year are: Open school night, open houses (one per grade), registration, IEP meetings, three (3) parent teacher conferences, parent workshop ,PTA meetings and parent-teacher conference

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The school employs the Professional Development sessions in September to create staff aware for new staff and all other teachers. The translation policies are part of the school's hand book. This handbook is available to all staff .

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Being a linguistically and culturally diverse school population, PS 189 has a large number of Limited English Proficient parents. Meaningful parental engagement in the educational process and Chancellor's Regulations require that school-related information be provided to parents in their home language. Research in the field of language has shown that, when information is provided to parents in the language they understand, their participation in the school's life increases and students' achievement improves significantly. Findings of school's written translation and oral interpretation needs were reported to the school community during various forums and school staff was informed of available services and required procedures to meet those needs